

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	ADOLESCENT AND SCHOOL HEALTH DATA/COORDINATED SCHOOL HEALTH PROGRAM	Information Item
3	NORTHWEST NAZARENE UNIVERSITY MASTER'S DEGREE IN READING	Motion to approve
4	UNIVERSITY OF IDAHO, MATHEMATICS PROGRAM FOCUS VISIT REPORT	Motion to approve
5	GEORGE FOX UNIVERSITY MASTER OF ARTS IN TEACHING	Motion to approve
6	ACCREDITATION ANNUAL REPORT	Motion to approve
7	CURRICULAR MATERIALS COMMITTEE APPOINTMENT	Motion to approve

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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

N/A

DISCUSSION

N/A

IMPACT

N/A

STAFF COMMENTS AND RECOMMENDATIONS

N/A

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Adolescent and School Health Data/Coordinated School Health Program

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

The State Department of Education (SDE) collects adolescent health risk data, school climate and school health education information using four key data collection processes. The data is gathered in cooperation with Idaho school districts, students and their parents to provide state agencies, schools and communities with an overview of the health status and risk behavior of adolescent youth in Idaho as well as the status of school climates, safety and security, and health instruction. The information is critical in decision making, program design and policy development and implementation related to student health and school safety.

Results of the Idaho Youth Risk Behavior Survey, the Substance Abuse and School Climate Survey, the Safe and Drug-Free Schools Incident Report, and the School Health Education Profile Survey were reviewed with State Superintendent Tom Luna on January 11, 2008. A memorandum to district superintendents and building principals announcing the availability of the health data resources collected by the SDE followed at the end of the month. During the review meeting with his school health program staff, Superintendent Luna concurred that the survey results should be shared with the State Board of Education and Board meeting attendees to apprise those concerned with the health and academic achievement of Idaho students of current adolescent health behavior trends and school health perspectives.

The SDE will use findings from data gathered to improve support to districts and schools in

- Curriculum development, implementation and evaluation in health and physical education
- Professional development for teachers, administrators, and pupil personnel staff
- Substance abuse and violence prevention
- School health program coordination

Schools and communities will be encouraged to use the data to inform decisions, seek funding and collaborate to address areas of greatest need for the youth within their local communities.

DISCUSSION

The SDE, through its cooperative agreement funding with the Centers for Disease Control (CDC) and Prevention for HIV prevention education and health education, administers CDC's Youth Risk Behavior Survey (YRBS) biennially (in

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odd-numbered years) to students in grades 9-12. The YRBS focuses on behaviors among youth related to the leading causes of mortality and morbidity and assesses risk behaviors over time. The YRBS measures behaviors in six categories: 1) behaviors that result in unintentional and intentional injuries, 2) tobacco use, 3) alcohol and other drug use, 4) sexual behaviors that result in HIV infection, other sexually-transmitted diseases, and unintended pregnancies, 5) dietary behaviors, and 6) physical activity.

The SDE also surveys all principals and lead health educators in Idaho's secondary schools biennially (in even-numbered years) to monitor the current status of school health education using CDC's School Health Education Profile Survey questionnaires. The principal's questionnaire examines health education from an administrative perspective, while the lead health educator's questionnaire looks at health education from an instructional perspective. Findings can be used to develop policies and programs for school health education.

In the spring of 2007, the survey was administered to 1,440 students in 45 randomly selected public high schools in Idaho. Randomly selected classes of students completed a self-administered, anonymous, 86-item questionnaire. Survey procedures were designed to protect the privacy of students by allowing for anonymous and voluntary participation. Local parental permission procedures were followed before survey administration.

The 2007 Idaho YRBS met CDC's goal of obtaining sufficient participation to achieve weighted data, so the survey results can be generalized to all students in grades 9-12 in Idaho public high schools. Because of Idaho's capacity to collect weighted data, the state is now able to look at trends in the data from 1991, 1993, 1995, 2001, 2003, 2005, and 2007.

The Idaho Substance Abuse and School Climate Survey has been administered by the SDE in 1996, 1998, 2000, 2002, 2004 and 2006 and surveys 6th, 8th, 10th, and 12th grade students. The most recent administration occurred in the spring of 2006 and included a total sample of 15,135 students in varying districts through the state. This data collection tool focuses on youth substance abuse, violence and school climate.

The annual Safe and Drug-Free Schools Incident Report includes incident data collected from building principals and summarizes the frequency of incidents regarding alcohol, tobacco, drug use, harassment, bullying, weapons on campus, truancy, insubordination, fights, expulsions and suspensions.

The 2006 Substance Abuse and School Climate Survey results, the 2006-2007 Safe and Drug-Free Schools Incident Report, and the 2007 Youth Risk Behavior Survey results are available online through the SDE website so that the results

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can be shared widely with interested stakeholders. The reports are also available in limited quantities in hard copy report format.

IMPACT

Data gathered from the surveys presented today is instrumental in planning appropriate health programs for Idaho children and in seeking additional funding for program efforts at both the state and local level. The SDE has begun development and implementation of a state-level program, i.e. coordinated school health, to assist Idaho school districts and their school buildings to better coordinate current school efforts aimed at improving the health and academic achievement of their students. The coordinated school health program promoted by the SDE includes eight vital components within a school/community system: health education; physical education; school health services; nutrition services; counseling, psychological and social services; healthy school environment; health promotion for staff; and parent/community involvement. This integrated, collaborative approach to school health doesn't necessarily require additional resources but does require that key individuals and groups within a school system and the community work together more effectively for the benefit of their young people.

ATTACHMENTS

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Attachment 3 – SHEP Survey Summary	Page 17
Attachment 4 – SDFS Program Fact Sheet	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

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Survey Summary

Participants

The 2007 Idaho Youth Risk Behavior Survey was completed by 1,440 students in 45 public high schools in Idaho during the spring of 2007. The school response rate was 79%, the student response rate was 84%, and the overall response rate was 66%. The results are representative of all students in public schools containing grades 9 through 12. The weighted demographic characteristics of the sample are as follows:

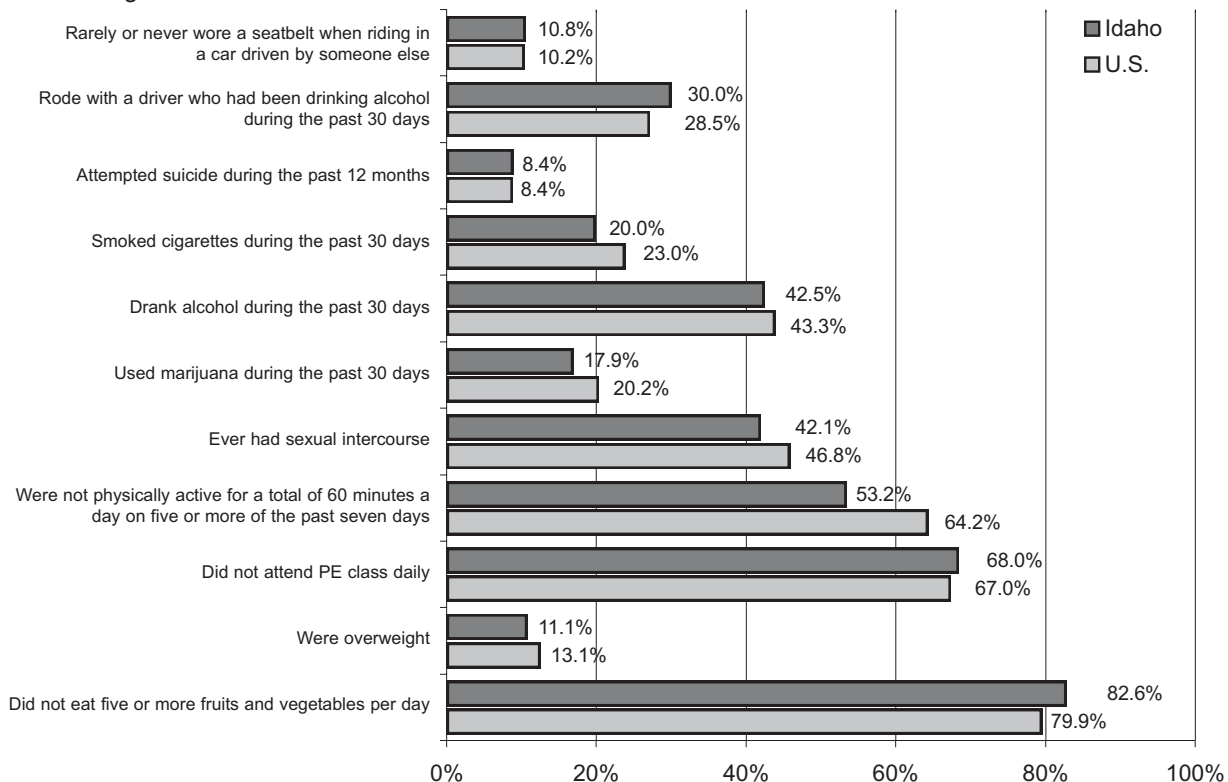
Female	48.4%	9th grade	26.9%	African American	0.4%
Male	51.6%	10th grade	25.6%	Hispanic/Latino	11.4%
		11th grade	24.2%	White	84.4%
		12th grade	22.8%	All other races	1.9%
				Multiple races	1.8%

Note: Due to rounding and/or weighting of results, and the overlap among racial and ethnic groups, the above demographic group totals may not add up to 100%

The following chart highlights some of the major summary statistics for the 2007 Idaho YRBS:

Summary Results from the 2007 Idaho High School YRBS and 2005 National YRBS Survey Summary Findings—Weighted Data

Percentage of students who:

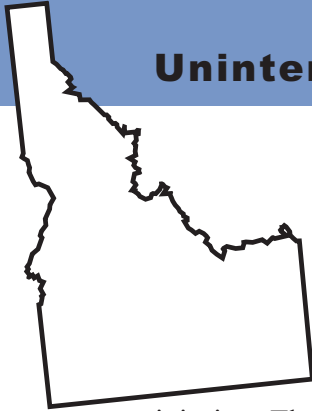


U.S. data source: 2005 National Youth Risk Behavior Survey.

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2007 Idaho Youth Risk Behavior Survey

Unintentional and Intentional Injury



In 2005, 80% of deaths among Idaho youth (aged 10-18) resulted from unintentional and intentional

injuries. The 2007 Idaho Youth Risk Behavior Survey (YRBS) measured various injury-related behaviors including helmet use while riding a bike, seatbelt use, drinking and driving, weapon carrying, violence, and suicide.

Although most of the 2007 Idaho YRBS measurements relating to injury prevention did not change significantly, there was a slight increase in the percent of students who during the previous 30 days rode in a car with someone who had been drinking (chart 1); a slight decrease in the percent of students who were in a physical fight (chart 2); and an increase in the percentage of students who have ever been forced to have sexual intercourse when they didn't want to (chart 3).



When it comes to seatbelt and helmet use, 11% of Idaho students never or rarely wore a seatbelt, and 85% of Idaho students who rode a bike in the previous year never or rarely wore a bicycle helmet. Drinking and driving is also an issue for Idaho students. One-in-three Idaho high school students rode in a car driven by someone who had been drinking

alcohol, and 14% of students drove a car after they had been drinking alcohol.

Violence and the threat of violence are issues that

Chart 1: Percent of Idaho students who in the previous 30 days rode in a car with a driver who had been drinking alcohol

(2001-2007 Idaho YRBS)

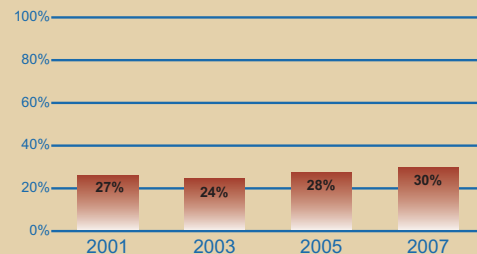


Chart 2: Percent of Idaho students who were in a physical fight one or more times during the previous 12 months

(2001-2007 Idaho YRBS)

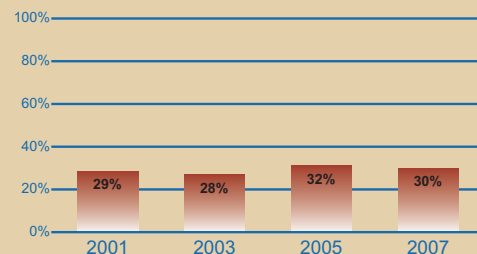
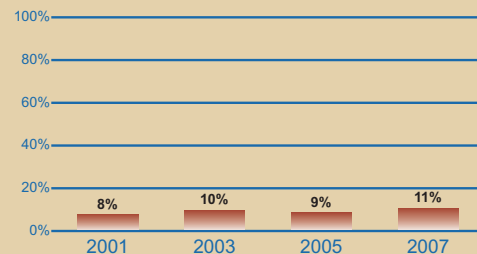


Chart 3: Percent of Idaho students who have ever been forced to have sexual intercourse when they didn't want to

(2001-2007 Idaho YRBS)



many students encounter in the school setting. In particular, one-in-ten Idaho students had been threatened or injured with a weapon on school property, and 24% of students carried a weapon during the previous year. Intimate partner violence and sexual assault are also measured by the Idaho YRBS. Among Idaho students, 14% were hit, slapped, or physically hurt by their boyfriend or girlfriend during the past year, while 11% have been forced to have sex when they did not want to.

Suicide is the second leading cause of death among youth aged 10 to 19 in Idaho, and 14% of students made a plan about how they would attempt suicide, and 8% reported actually attempting suicide during the previous year.

The following questions can be used to start a conversation in the school community about ways to prevent injury among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is maintaining a safe physical environment an issue in our school or district?
- 3) Is violence a big discipline issue in our school or district?
- 4) How can we improve our behavioral health services for students?
- 5) Do injury and violence interfere with attendance and students' ability to learn?
- 6) Do we have the resources to identify and assist students who are struggling with mental health and/or depression which may lead to suicide?
- 7) Do we have a written crisis response plan?
- 8) What are our goals around injury prevention and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results

Unintentional and Intentional Injury

Among Idaho students ...

Bike Helmet Use

85% never or rarely wore a bike helmet when riding a bike during the previous 12 months

Seatbelt Use

11% never or rarely wear a seatbelt when riding in a care driven by someone else

Drinking and Driving

30% rode one or more times during the previous 30 days in a car driven by someone who had been drinking alcohol

14% drove a car one or more times during the previous 30 days when they had been drinking alcohol

Weapon Carrying

24% carried a weapon such as a gun, knife, or club during the previous 30 days

10% carried a gun during the previous 30 days

10% had been threatened or injured with a weapon on school property one or more times during the previous 12 months

Violence

30% were in a physical fight one or more times during the previous 12 months

14% were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months

11% have been physically forced to have sexual intercourse when they did not want to

Suicide

27% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the previous 12 months

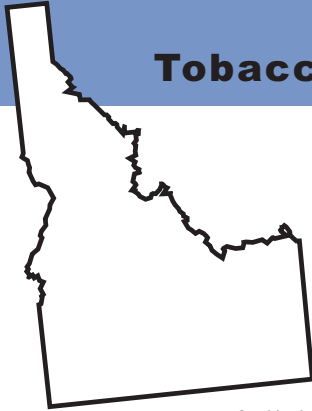
14% made a plan about how they would attempt suicide during the previous 12 months

8% attempted suicide during the previous 12 months



2007 Idaho Youth Risk Behavior Survey

Tobacco Use



Tobacco use is considered the chief preventable cause of death in the United States with an estimated

18% of all deaths attributed to tobacco use. If current patterns of smoking behavior persist, an estimated 30,000 Idaho youth are projected to die prematurely from smoking-related illnesses.

Tobacco use questions in the 2007 Idaho Youth Risk Behavior Survey (YRBS) measured smoking experimentation, current smoking patterns, age of initiation, smoking on school property and attempts to quit smoking. In addition to questions about cigarette smoking, the YRBS includes measures associated with other forms of tobacco use such as chew and cigars.

Although the proportion of students who have ever tried smoking has remained relatively unchanged over the past several years, 48% of students have smoked at least one cigarette during their lifetime (chart 1). Of greater concern however, is that the current smoking (defined as having smoked on one or more of the previous 30 days) prevalence

among Idaho teens increased substantially from 16% in 2005 to 20% in 2007 (chart 2).

The use of chewing tobacco has also increased over the past several years.

In 2007, 12% of students used chewing tobacco on one or more of the previous 30 days. While chewing tobacco is predominately used by male students (19% of male students used chewing tobacco in the previous 30 days), 4% of



Chart 1: Percent of Idaho students who have ever tried cigarette smoking, even one or two puffs

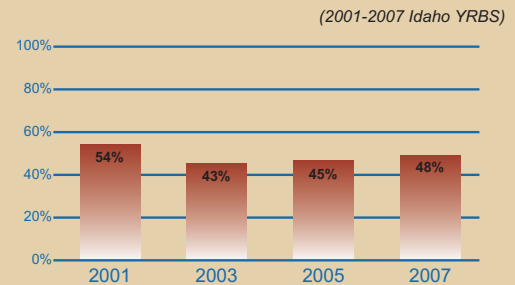


Chart 2: Percent of Idaho students who smoked a cigarette on one or more of the previous 30 days

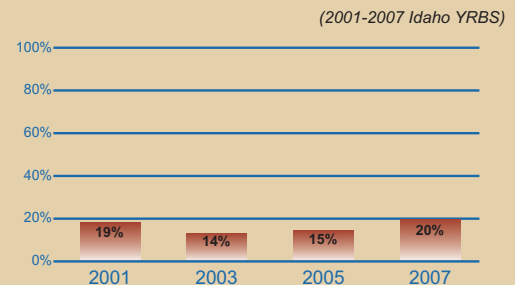
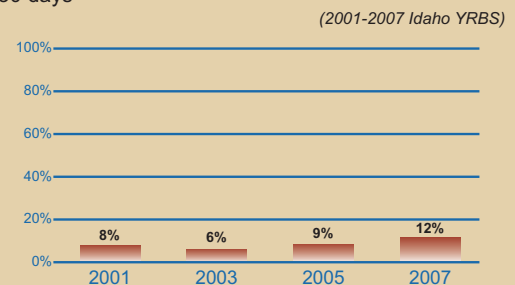


Chart 3: Percent of Idaho students who used chewing tobacco, snuff, or dip on one or more of the previous 30 days



females students also used chewing tobacco in the previous month.

Nearly one-half (48%) of all Idaho students have tried cigarette smoking, and 14% smoked a whole cigarette before age 13. The good news is that among students who reported current cigarette use, over half (52%) have tried to quit in the past year.

In addition to cigarettes and chewing tobacco, 15% of students smoked a cigar, and 26% of students used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars).

The following questions can be used to start a conversation in the school community about ways to prevent tobacco use among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is tobacco use a key discipline or attendance issue in our school or district?
- 3) How strong are our tobacco use policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 4) How can we better educate our students and staff on tobacco use, prevention, and cessation?
- 5) Do we take part in tobacco prevention events, such as Kick Butts Day or the Great American Smokeout?
- 6) How can we improve our tobacco cessation services to students and staff?
- 7) How can we better educate families about tobacco use and inform them about community resources around prevention and cessation?
- 8) What are our goals around tobacco use and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Tobacco Use

Among Idaho students ...

Ever Tried Smoking

48% have tried cigarette smoking, even one or two puffs, at least once during their lifetime

Age at Initiation

14% smoked a whole cigarette for the first time before age 13

Current Smoking

(Current smoking is defined as having smoked cigarettes on one or more of the previous 30 days)

20% are current smokers with no difference between the smoking rate among male and female students

7% smoked cigarettes on school property during the previous 30 days

Frequent Smoking

(Frequent smoking is defined as having smoked cigarettes on 20 or more of the previous 30 days)

8% are considered frequent smokers

Youth Access

9% of male students and 4% of female students (under age 18) usually got their own cigarettes by purchasing them in a store or gas station

Smoking Cessation

Among students who reported current cigarette use, 52% tried to quit smoking at least once during the previous 12 months

Chewing Tobacco

12% used chewing tobacco one or more of the previous 30 days and 7% of students used chewing tobacco on school property during the previous 30 days

Cigar Use

15% smoked a cigar, cigarillo, or little cigar on one or more of the previous 30 days

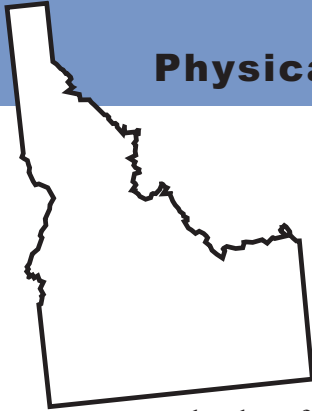
Any Tobacco Use

26% used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars)



2007 Idaho Youth Risk Behavior Survey

Physical Activity and Nutrition



Physical activity helps build and maintain healthy bones and muscles, control weight, build lean muscle,

and reduce fat. In adolescence, obesity is associated with hypertension, abnormal glucose tolerance, and adverse psychological and social consequences.

The 2007 Idaho Youth Risk Behavior Survey (YRBS) included physical activity and nutrition questions which measured self-reported height and weight, fruit and vegetable consumption, specific weight control behaviors, and participation in physical activity.

The percent of students who engaged in the recommended levels of physical activity (60 minutes per day on five or more days a week) increased from 39% in 2005 to 47% in 2007 (chart1). Male students (57%) were significantly more likely than female students (36%) to be physically active for 60 minutes or more per day at least 5



days a week.

Despite increases in the percent of students who are physically active, the percent of students who were overweight increased to 11% (chart 2), with male students (16%) significantly more likely to be overweight than female students (6%).

The percent of students who ate five or more servings of fruit and vegetables per day during the previous week

Chart 1: Percent of Idaho students who were physically active for at least 60 minutes per day on five or more of the previous seven days

(2001-2007 Idaho YRBS)

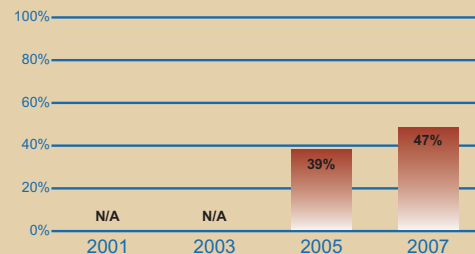


Chart 2: Percent of Idaho students who were overweight (i.e. at or above the 95th percentile for BMI, by age and sex)

(2001-2007 Idaho YRBS)

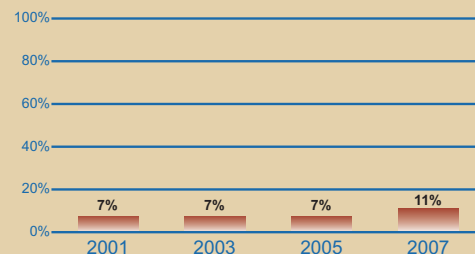
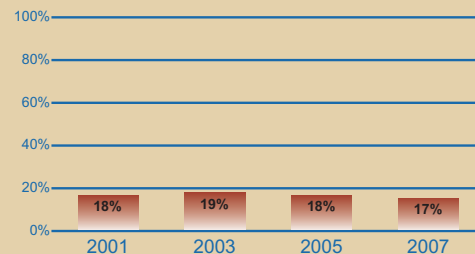


Chart 3: Percent of Idaho students who ate fruits and vegetables five or more times per day during the previous seven days

(2001-2007 Idaho YRBS)



dropped slightly to 17% (chart 3).

Compared to male students, female students are much more likely to report trying to lose weight (63%) or to describe themselves as overweight (35%). Female students are also more likely to engage in unhealthy dietary behaviors such as going without eating for 24 hours to lose weight using diet pills, powders, or liquids without a doctor's advice; or vomiting or taking laxatives to lose weight.

The following questions can be used to start a conversation in the school community about ways to promote physical activity and good nutrition among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Are students getting enough physical activity and good nutrition during the school day?
- 3) Are overweight and obesity affecting students' ability to learn, their self-esteem, and the school culture?
- 4) Are our physical activity and nutrition policies properly implemented, enforced, and communicated to the school community?
- 5) Are the messages we give students about nutrition in the cafeteria or hallway always the same as the messages we give them in the classroom?
- 6) Are there other ways students could be active during the school day?
- 7) Are there ways we could support families in increasing physical activity and good nutrition?
- 8) What are our goals around physical activity, nutrition, and obesity and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Physical Activity and Nutrition

Among Idaho students ...

At Risk for Overweight

12% of students are at risk for overweight (i.e. at or above the 85th percentile but below the 95th percentile for BMI, by age and sex)

Overweight

11% of students are considered to be overweight (i.e. at or above the 95th percentile for BMI, by age and sex)

Male students (16%) are significantly more likely to be overweight than female students (6%)

Weight Control

26% of male students and 63% of female students reported that they were trying to lose weight

61% of students exercised to lose weight or keep from gaining weight during the previous 30 days

38% of students ate less food, fewer calories, or foods low in fat in order to lose weight or keep from gaining weight during the previous 30 days

Fruit & Vegetable Consumption

71% of students ate a green salad on one or more of the previous seven days

17% of students ate fruits and vegetables five or more times during the past seven days

Nutrition

29% of male students and 17% of female students drank soda pop one or more times per day during the past seven days

Recommended Physical Activity

Male students (57%) were significantly more likely than female students (36%) to be physically active for a total of at least 60 minutes per day on five or more of the past seven days

22% watched three or more hours of TV on an average school day

Physical Education

32% attend physical education classes daily in an average school week



2007 Idaho Youth Risk Behavior Survey

Sexual Activity



Early sexual activity is associated with unwanted pregnancy and sexually transmitted diseases, including HIV infection, and negative effects on social and psychological development. In Idaho, there were 1,352 out-of-wedlock births and 356 abortions among women aged 15 to 19 in 2005. The 2007 Idaho Youth Risk Behavior Survey (YRBS) included sexual behavior questions which measured the prevalence of sexual activity, alcohol and/or drug use prior to sexual activity, age at first intercourse, and whether students have received education about AIDS or HIV infection.

2007 Idaho YRBS results show continued increase in the percent of students who reported ever having had sexual intercourse (chart 1). The early initiation of sexual activity decreased slightly as 5% of students reported they had sexual intercourse for the first time before age 13 (chart 2).

It has been estimated that at least half of all new HIV infections in the U.S. are among people under 25, and the



majority of young people are infected through sexual contact. Nationally, 88% of high school students received education in school about AIDS or HIV infection. In Idaho, 82% (chart 3) of all high school students and 88% of 12th grade students have received education about AIDS or HIV

Chart 1: Percent of Idaho students who have ever had sexual intercourse

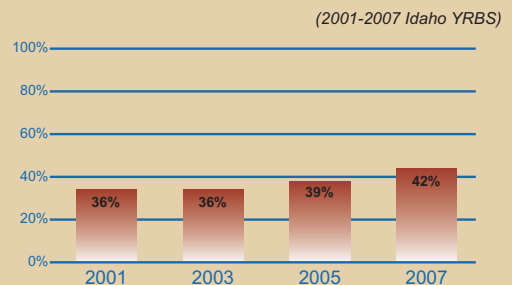


Chart 2: Percent of Idaho students who had sexual intercourse for the first time before age 13

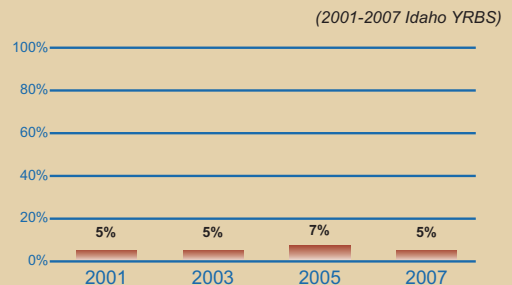
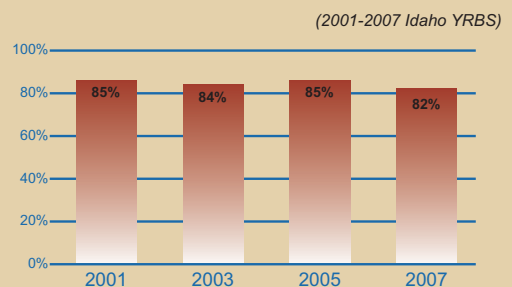


Chart 3: Percent of Idaho students who have ever been taught in school about AIDS or HIV infection



infection.

Not surprisingly, 12th grade students (60%) were significantly more likely than 9th grade students (30%) to report ever having sexual intercourse. Older students were also more likely to report having used drugs or alcohol before the last time they had sexual intercourse.

Despite the importance of AIDS or HIV infection prevention, slightly under half (45%) of all Idaho students have talked about AIDS or HIV infection with their own parents or adult family members.

The following questions can be used to start a conversation in the school community about ways to promote students' sexual health.

- 1) How do these rates compare with what we see among our own students?
- 2) How can we improve our health education, including family life and sexuality education?
- 3) How can we provide more appealing and enriching after school opportunities for our students in the school and in the community?
- 4) How can we make school and classroom climates that are more nurturing and supportive and that better connect students with caring adults?
- 5) How can we support parents in their efforts to communicate with and set limits for their children?
- 6) What are our goals around preventing and reducing sexual activity and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Sexual Activity

Among Idaho students ...

Lifetime Sexual Activity

Slightly less than half (42%) of all students have had sexual intercourse

60% of all 12th grade students have had sexual intercourse at least once compared to 30% of all 9th grade students

Age at First Intercourse

One-in-twenty students (5%) had sexual intercourse for the first time before age 13.

In contrast to lifetime sexual activity, 9th grade students (7%) were slightly more likely than 12th grade students (5%) to report engaging in early sexual activity (i.e. before age 13)

Male students (7%) are slightly more likely than female students (4%) to engage in sexual intercourse for the first time before age 13

Alcohol and Drug Use Prior to Sexual Activity

12% drank alcohol or used drugs before they had sexual intercourse the last time

12th grade students (15%) were much more likely than 9th grade students (7%) to report alcohol or drug use before the most recent sexual activity

AIDS and HIV Education

Slightly less than half (45%) say they have talked about AIDS or HIV infection with their own parents or other adults in their family

Female students (49%) are more likely than male students (41%) to have ever talked about AIDS or HIV infection with their parents or other adult family members

82% have ever been taught in school about AIDS or HIV infection

9th grade students (72%) were least likely and 11th and 12th grade students (88%) were equally most likely to report having been taught in school about AIDS or HIV infection



2007 Idaho Youth Risk Behavior Survey

Alcohol and Other Drugs



Alcohol use is a major contributing factor in approximately half of all homicides, suicides, and motor

vehicle crashes, which are the leading causes of death and disability among young people. In addition to morbidity and mortality due to injury, drug abuse is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases, including HIV.

The 2007 Idaho Youth Risk Behavior Survey (YRBS) included questions developed to measure frequency of alcohol use, age of initiation, heavy drinking, and drinking on school property. The 2007 Idaho YRBS also included drug-related questions which measured the frequency of cocaine, inhalant (like paint or other aerosols), heroin, ecstasy, methamphetamine, steroid, and injected drug use.

Current alcohol consumption among students increased to 43% in 2007 (it's highest level since 2001) and a significant increase from 35% in 2003 (chart 1).

Drug use among students also increased slightly in 2007. Marijuana was used during the previous month by



18% of students (chart 2), and lifetime methamphetamine use increased from 5% in 2005 to 6% in 2007 (chart 3).

Chart 1: Percent of Idaho students who had at least one drink of alcohol on one or more of the previous 30 days

(2001-2007 Idaho YRBS)

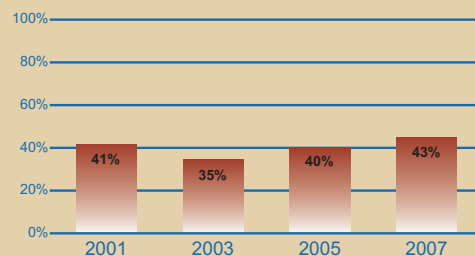


Chart 2: Percent of Idaho students who used marijuana one or more times during the previous 30 days

(2001-2007 Idaho YRBS)

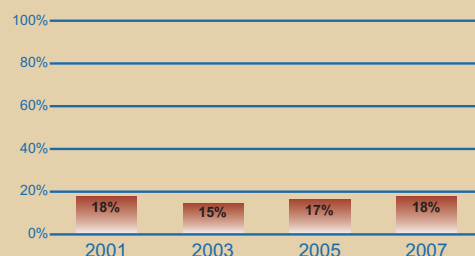
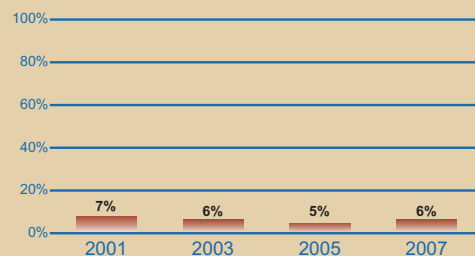


Chart 3: Percent of Idaho students who have used methamphetamines one or more times during their lifetime

(2001-2007 Idaho YRBS)



In addition to questions about drug use, the Idaho YRBS asks students if they have been offered, sold, or given an illegal drug by someone on school property. Male students (30%) are significantly more likely than female students (20%) to report that they have been offered, sold, or given drugs by someone on school property during the previous 12 months.

The following questions can be used to start a conversation in the school community about ways to prevent substance abuse.

- 1) How do students' overall substance abuse rates in our school or district compare to the rest of the state?
- 2) How do these rates compare with what we as administrators, teachers, and nurses see in the student body?
- 3) Is substance abuse a key discipline or attendance issue in this school or district?
- 4) How strong are our substance abuse policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 5) How can we better educate our students and staff on substance abuse prevention?
- 6) How can we improve our substance abuse prevention services for students and employee assistance programs for staff?
- 7) How can we better educate families about substance abuse and inform them about community resources for students?
- 8) What are our goals around substance abuse prevention and how can we achieve them?

For additional information or a full copy of the 2007 Idaho YRBS Report contact Patricia Stewart at 208.332.6929

2007 YRBS Results Alcohol and Other Drug Use

Among Idaho students ...

Ever Tried Alcohol

67% of students have had at least one drink of alcohol during their life

Age of Initiation

Male students (27%) were more likely than female students (19%) to have had their first drink of alcohol before age 13

Current Alcohol Use

12th grade students (42%) were significantly more likely than 9th grade students (19%) to have had five or more drinks of alcohol in a row, on one or more of the previous 30 days

Marijuana Use

One-third have used marijuana at least once during their lifetime

Male students (11%) were significantly more likely than female students (6%) to have tried marijuana for the first time before age 13

12th grade students (26%) were significantly more likely than 9th grade students (12%) to have used marijuana during the previous month

Other Drug Use

9% of students have used cocaine at least once during their lifetime, and 4% report having used it at least once during the previous 30 days

18% have sniffed glue, breathed the contents of aerosol spray cans, or inhaled paints or sprays to get high one or more times during their lifetime

4% have used heroin and 7% have used ecstasy at least once during their lifetime

Steroids

4% of male students and 2% of female students have used steroids without a doctor's advice

Injected Drug Use

3% of students have used a needle to inject any illegal drug into their body at least once during their lifetime



2006 Idaho Department of Education School Health Education Profile Survey Results

About the School Health Education Profile

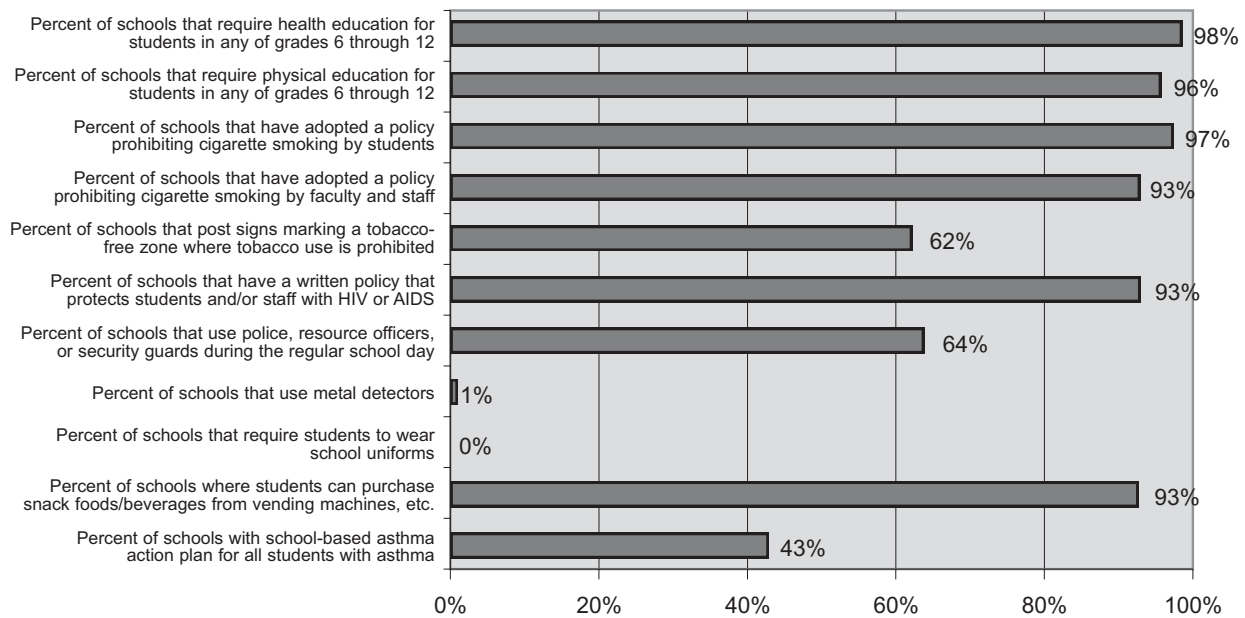
The School Health Education Profile Survey (SHEPS) principal and lead health education teacher questionnaires were developed by the Division of Adolescent and School Health (DASH), the National Center for Chronic Disease Prevention and Health Promotion, the Centers for Disease Control and Prevention (CDC) in collaboration with representatives of 75 state, local, and territorial departments of education. These questionnaires can be used to monitor the current status of school health education, including education to prevent HIV infection, sexually transmitted diseases, and other important health problems, at the middle/junior high school and senior high school levels.

Executive Summary

The School Health Education Profile includes two questionnaires, one for school principals and one for lead health education teachers. The principal's questionnaire examines health education from an administrative perspective, while the lead health education teacher's questionnaire looks at health education from an instructional perspective. These two questionnaires were mailed to 240 regular secondary public schools containing any of grades 6 through 12 in Idaho during the spring of 2004. Usable questionnaires were received from 213 principals and from 201 teachers (for response rates of 89% and 84% respectively for each survey group).

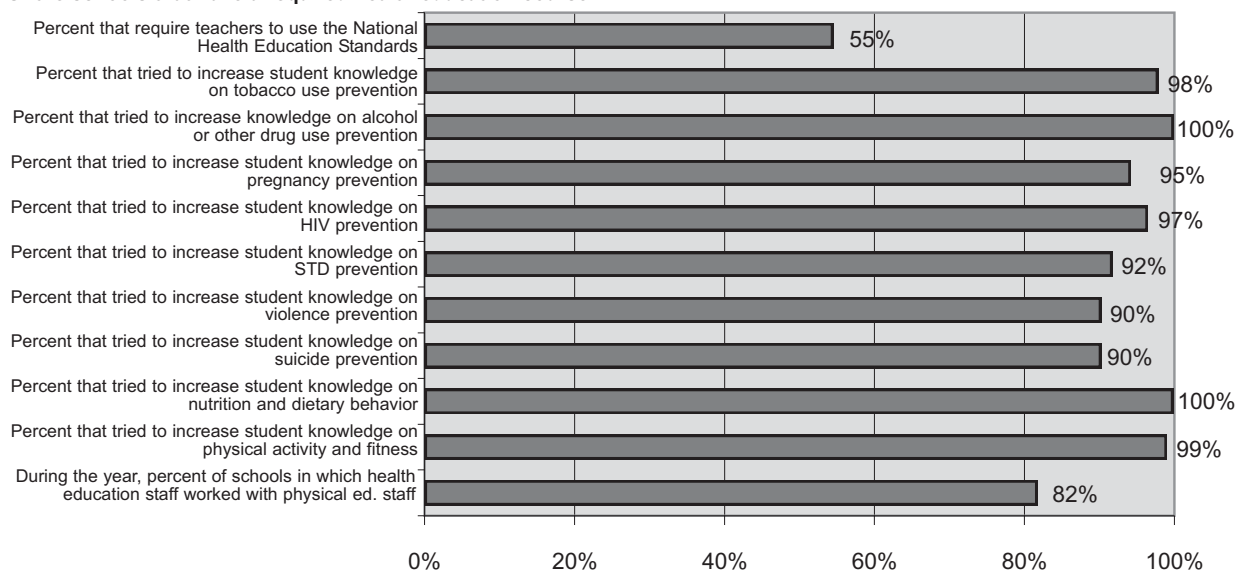
The principals and lead health education teachers who responded are representative of secondary schools in Idaho. A more complete breakdown of the results of the survey can be obtained from the Idaho Department of Education. The complete report has results broken down into the following categories: (1) overall results, (2) middle school results with a high grade of 9 or less, (3) junior-senior high schools results for schools with a low grade of 8 or less and a high grade of 10 or higher, and (4) senior high school results for schools with a low grade of 9 or higher and a high grade of 10 or higher. The categories are derived from the sampling frame. The findings can be used to develop policies and programs for school health education. The results presented in this report are overall summary results (weighted) of both the principal and lead health education teacher surveys.

School Principal Summary 2006 School Health Education Profile Survey



Lead Health Education Teacher Summary 2006 School Health Education Profile Survey

Of the schools that have a required health education course:





Safe & Drug Free Schools Program

2006-2007 Fact Sheet

This program exists to identify, address and prevent the root causes of substance abuse and violence in the school setting.

Funding

State Tobacco & Lottery Tax- \$5.5 million

Federal Title IV appropriation- \$1.685 million

Key Statistics

- 133 districts awarded funds based on ADA & Title I (includes charter schools)
- 1,394,269 students participated (comprehensive approach, many students involved in more than one program, activity or service)
- 29,473 parents involved
- 5,556 volunteers provided 76,393 hours of service
- K-12 enrollment increased by 19,737 from 2000-2007

2000-2007 program success indicators

- 28.8% decrease in harassment incidents
- 10.2% decrease in tobacco incidents
- 8.8% decrease in fights
- 13.9% decrease in 8th graders trying alcohol

Program Requirements

- Principles of effectiveness (data driven, performance measures, scientific research, stakeholder input)
- Advisory Board (including stakeholders, parents and students)
- Incident reporting & evaluation plan
- Adherence to allowable expenses
- Assessments must use the GAIN tool
- Professional development must be addressed

54.6% of 15,135 students (grades 6, 8, 10, 12) reported that school had been their primary source of information about the dangers of drugs and drinking.

-2006 School Climate Survey

Department of Education
Matt McCarter, Coordinator
Safe and Drug Free Schools
21st CCLC

Phone: 208-332-6960
Fax: 208-334-2228
E-mail: mamccarter@sde.idaho.gov
www.sde.idaho.gov

Safe and Drug free schools are a prerequisite for youth to realize their academic and life skills potential.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

Northwest Nazarene University State Review Team Report

REFERENCE

October 11-12, 2006 State Board of Education by unanimous consent
conditionally approved Northwest Nazarene
University's Master's degree in Reading

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-1258, Idaho Code §33-114, IDAPA 08.02.02.100.01 Rules
Governing Uniformity

BACKGROUND

An initial program review of Northwest Nazarene University Master's degree in Reading was conducted in March 2006. The program was approved conditionally, largely due to its lack of candidate graduates at the time. Having conditional approval status allows the program to begin operations, and once there are graduates the program is re-evaluated to determine full approval status.

DISCUSSION

On December 14, 2007 a state evaluator and one state observer conducted a focus visit to Northwest Nazarene University to review the institution's Master's Reading Program. Since the initial review in March 2006, there have been two groups of graduates, with the most recent in December 2007. All tools and standards were reviewed evidence demonstrating how candidates meet performance standards was provided.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Review Team Report

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, thereby granting program approval of the Master's Degree in Reading Program at Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STATE REVIEW TEAM REPORT – Northwest Nazarene University

December 14, 2007

Professional Standards Commission
Idaho State Board of Education

State Team:
Jennifer Snow-Gerono

State Observer:
Keith Potter

Program Approval Evaluation

INTRODUCTION

An initial program review of Northwest Nazarene University's Master's degree in Reading was conducted in March 2006. The program was approved conditionally, largely due to its lack of candidate graduates at the time. The standard for performance was naturally limited in evidence. However, the interviews and course descriptions with student work did demonstrate an evolving process for meeting candidate needs. The initial report demonstrates "Acceptable" to "Target" ratings for all pertinent standards.

Since then, the first cohort of candidates has graduated, and the second cohort is graduating December 2007. Therefore, a follow-up review is being conducted to include new evidence in the program approval rating. The institutional report from 2006 remains intact, yet new evidence has been provided in terms of candidate work, course syllabi, and information from interviews. Two very important artifacts include candidate electronic portfolios and action research proposals/papers/presentations. These are culminating projects and assessments directly linked to NNU and Idaho Reading standards.

While on NNU's campus, Jennifer Snow-Gerono and Keith Potter met with Dean Nader, Program Director Dr. Hill, several faculty connected to the program, and program candidates via two conference calls. Evidence demonstrating how candidates meet performance standards was also provided, including videotaped action research presentations. Dr. Snow-Gerono also spent time reviewing coursework on Blackboard and Livetext artifacts of candidate work for electronic portfolios. All tools were reviewed, and standards 1 – 5; 8 – 10 were reviewed.

Finally, the report that follows uses the language recommended by national accrediting agencies. Three terms used throughout the report deserve a definition to assist the reader:

- *Candidate* – a student enrolled in a teacher preparation program at Northwest Nazarene University.
- *Student* – an individual enrolled in a Pre-K-12 public school
- *Unit* – refers to the institution's program

TABLE OF CONTENTS

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Core Standards	5
Reading	7

I. PROGRAM RECOMMENDATION

Northwest Nazarene University, December 14, 2007

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but not subject to approval.
Reading	Approved

IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL

II. TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION

State Department of Education
State Program Approval Team Report

College/University: Northwest Nazarene University Review Dates: December 14, 2007

Core Standards

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught, and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

College/University: Northwest Nazarene University Review Dates: December 14, 2007

Standards Reviewed: **Reading**

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful			X

Candidate interviews, review of course syllabi and candidate work indicate a level of target for both understanding subject matter and making subject matter meaningful. The case studies in multiple courses, “struggling reader” projects, and reflective papers written in courses demonstrate clear attention to components of a balanced literacy program. Research-based strategies and assessment are evident as key components of the program curriculum.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning			X
2.2 Application of human development learning opportunities			X

Candidates demonstrate an understanding of historical and current research related to reading. Alumni and candidate interviews demonstrated their confidence in knowledge of human development and learning. Review of a WebQuest assignment indicates candidate understanding of education policy related to reading. Candidates study seminal policy document in the field. Individual case studies showcase an in-depth ability to implement cognitively compatible strategies in developing reading instruction. Lesson plans and action research projects indicate individual learner assessment strategies to meet needs at various levels of literacy development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are *adapted to learners with diverse needs*.

Element	Unacceptable	Acceptable	Target
3.1 Understanding importance for adapting instruction to individual needs			X
3.2 Application of adapting instruction for individual needs		X	

Work samples, electronic portfolios, and internship case studies demonstrate understanding of the importance of adapting instruction to meet individual needs. These artifacts and candidate/alumni interviews also indicate some application of this adaptation. There is minimal evidence of reading instruction for learners of diverse cultures outside of a course emphasizing Sheltered Instruction Observation Protocol for English Language Learners. Candidates did indicate that they felt they could implement such strategies if applicable to their classrooms.

Standard 4: Multiple Instructional Strategies – The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understanding of a variety of instructional strategies			X
4.2 Application of a variety of instructional strategies			X

Action research projects, electronic portfolios, individual case studies, and course syllabi emphasize a variety of instructional strategies for teaching reading. Likewise, these artifacts evidence application of these strategies with individual learners and small groups in classrooms. Multiple modes of literacy instruction, including an emphasis on phonological skills, letter knowledge, decoding, spelling, writing, drawing, fluency, vocabulary, and comprehension are emphasized on course syllabi.

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Element	Unacceptable	Acceptable	Target
5.1 Understanding of classroom motivation and management skills		X	
5.2 Application of classroom motivation and management skills		X	

Candidate work samples, action research projects, and reflections on interactions with individual students demonstrate an adequate understanding of how literacy relates to academic success. The importance of extensive reading in a variety of genres for developing literacy skills and an appreciation for reading is emphasized in course syllabi, interviews, and reflections within individual case studies. Candidate reflections and online conversations stress the importance of making texts meaningful to students for reading comprehension, fluency, and increased phonological skill. Student self-concept is mentioned in individual case studies. Course content on brain research indicates attention to motivation. Candidates in this online program indicate an appreciation for creating communities of learners among themselves, pursuing opportunities to meet face-to-face when needed. Additionally, conference calls with cohorts demonstrated collegiality and a culture of a professional learning community.

Standard 8: Assessment of Student Learning – The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Understanding student learning assessment			X
8.2 Application of student learning assessment strategies			X

Candidate work samples, research papers, action research projects, electronic portfolios, and course content demonstrate focus on in-depth understandings of the use of assessment for different literacy purposes. Candidate work indicates knowledge and performance in choosing, administering, and interpreting multiple assessments for various aspects of reading. Individual and internship case studies, action research projects, and candidate work mention the Qualitative Reading Inventory (QRI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and state reading assessments, in particular. Candidates identified these assessments as useful for determining learner needs and demonstrating student growth in literacy. Candidates also indicated they are

often called upon to guide their colleagues and other teachers in making assessment decisions for reading instruction.

Standard 9: Professional Commitment and Responsibility – The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Element	Unacceptable	Acceptable	Target
9.1 Understanding of professional commitment and responsibility			X
9.2 Application of professional commitment and responsibility			X

The “Literacy-focused school” course has an explicit foci of professional commitment, including cultivating a culture of collaboration and learning in a school. Candidates are taught to perceive themselves as instructional leaders, and candidates/alumni reinforced this in group interview. Administrators working with candidates or with knowledge of the program also indicate the professional commitment and embodiment of candidates/alumni.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Understanding the importance of partnerships to support students’ learning			X
10.2 <i>Application of partnerships</i>		X	

Again, the “Literacy-focused school” course identifies partnerships as key to learning and instruction. All candidates/alumni indicated their appreciation for partnerships in the school and the importance of the involvement of parents. One alumni spoke in-depth of her action research project that involved using parents as volunteers in the classroom for reading groups. She shared this research with her entire cohort. Candidate work and course syllabi indicate understanding and inclusion of the importance of student background and family history in literacy teaching and learning.

Areas of Improvement: NONE

Recommended Action on All Standards:

X _____ Approved
_____ Approved Conditionally
_____ Not Approved

Rationale:
See above ratings and comments

III. INTERVIEW INDEX – Northwest Nazarene University Program Review Interviewees

Candidates

Amy Wilttrout
Tami Hall
Misty Koepen
Lisa Kabel

Administration

Dean Jim Nader
Dr. Karen Blacklock
Dr. Lynette Hill (Program Director)

Faculty

Dr. Janet Harmon
Dr. Christine Bauer

Adjunct Faculty

Alumni

Marina Taylor
Connie Limbaugh
Whitney Ward

Supervisors

Cooperating Teachers

Other

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

University of Idaho, Mathematics Program Focus Visit Report

REFERENCE

October 21-22, 2004

State Board of Education by a unanimous vote conditionally approved University of Idaho College of Education Mathematics Program.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-1258, Idaho Code §33-114, IDAPA 08.02.02.100.01 Rules Governing Uniformity

BACKGROUND

The Professional Standards Commission State Program Approval Team visited the University of Idaho, College of Education, April 24-28, 2004 to examine all areas of teacher certification. The team determined that the Mathematics Certification Program had areas which required improvement, and the program was approved conditionally based upon findings shown in Attachment 1.

DISCUSSION

On November 12-14, 2006 a focus visit was conducted with the purpose of determining the extent to which the areas of improvement had been addressed. The team reviewed the syllabi, student lesson plans, interviewed candidates, recent graduates, as well as faculty. The team determined there is evidence to support candidates' ability to understand the relationship between mathematics and other fields, as well as evidence to support candidates' ability to design appropriate learning experiences for 7-12 students.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "...the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action." In keeping with this requirement, the Professional Standards Commission recommended approval of the Mathematics Program in November of 2006; however, it was recently discovered that the recommendation for approval was never brought before the State Board of Education.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – State Focus Re-Visit Report	Page 3
Attachment 2 – Idaho Standards for Initial Certification, Team Findings	Page 7

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Focus Visit Report, thereby granting program approval for the Mathematics Program, College of Education, at the University of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSION SCHOOL PERSONNEL:
STATE FOCUSED RE-VISIT**

**University of Idaho
College of Education**

The Professional Standards Commission State Program Approval Team visited the University of Idaho, College of Education April 24-28, 2004 to examine all areas of teacher certification. The Team determined that the Mathematics certification program had areas of improvement, and approved the program conditionally with the expectation that the areas of deficiency would be addressed in order to be awarded full approval. A focussed visit has been scheduled for November 12-14, 2006, with the expressed purpose of determining the extent to which the areas of improvement have been addressed. Page 25 and 26 of the *2004 Team Report* indicated that aspects of Standard 1.2, 4.1 & 4.2, and 11.1 & 11.2 were not met. The purpose of this report and the focussed visit is to provide evidence that the program has, in fact, addressed these areas of improvement such that the program meets all standards. Here are the report findings for each standard, as per pages 25 (shown below as “Narrative”) and 26 (shown below as “Summary”) of the *2004 Team Report*, in italics. The response provides a summary of the institutional activities that focus on the areas of improvement.

Standard 1

Narrative Regarding Standard 1.1: The course syllabi from the Mathematics Dept, lesson plans, and Praxis II scores indicate that teacher candidates demonstrate adequate understanding of mathematics, including algebra, geometry, calculus, and the techniques and application of statistics and data analysis. Interviews with faculty, staff, and pre-interns demonstrate adequate understanding of the importance of engaging students in meaningful mathematical inquiry and structures meaningful to students; however, no interns and no candidate-created documents were found to provide evidence indicating that teacher candidates possess or demonstrate pedagogical knowledge and skills as they relate to teaching of mathematics.

Summary: There is insufficient evidence that candidates are exposed to and can apply pedagogical knowledge and skill as they relate to the teaching of mathematics.

Response: The documents that were not provided during the 2004 visit will be provided in the exhibit room during the focused visit. The Focused Team will have the opportunity to review documents prepared by current candidates (pre-interns and interns), as well as recent graduates to provide needed evidence that students can and do apply pedagogical knowledge and skill

related to the teaching of mathematics. These candidate produced documents include, but are not limited to, assignments and assessments intended for 7-12 students.

Standard 4

Narrative Regarding Standards 4.1 & 4.2: Interviews with pre-interns and faculty indicate an understanding of the need of a variety of instructional strategies; however, there is a lack of evidence available to indicate that teacher candidates demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics, nor is there any evidence that candidates demonstrate adequate ability to plan and prepare instruction using a variety of instructional strategies to facilitate students' critical thinking, problem solving, and performance with understanding.

Summary: There is insufficient evidence that candidates experience developing a variety of instructional strategies for teaching mathematics and that they use multiple instructional strategies in preparing and delivering lessons.

Response: The Focused Team will have the opportunity to interview (in person and via telephone) current candidates (pre-interns and interns), as well as recent graduates and faculty to provide needed evidence that students can and do have an appropriate understanding of multiple strategies *to investigate, communicate, and understand mathematics*. In addition, interviews shall demonstrate that students are also able to plan and prepare instruction that enables 7-12 students to meaningfully understand mathematic.

Standard 11

Narrative Regarding Standards 11.1 & 11.2: In reviewing courses syllabi and student lesson plans and interviewing candidates and faculty/staff, there is little evidence that teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields. Furthermore, there is a lack of evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make these connections.

Summary: There is insufficient evidence that candidates experience making connections within the strands of mathematics and between mathematics and other fields and that they apply these "conditions" in creating mathematical experiences for students.

Response: The Focused Team will have the opportunity to review appropriate documents (course syllabi and student lesson plans) and to interview candidates (pre-interns and interns),

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

recent graduates, and faculty to determine that there is, in fact, evidence to support candidate's ability to understand the relationship between mathematics and other fields, as well as for candidates ability to design appropriate learning experiences for 7-12 students.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL:
TEAM FINDINGS**

**PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report**

College/University: University of Idaho
Standards(s) Reviewed: Mathematics

Review Dates: November 12-14, 2006

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates meaningful learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Interviews with faculty, staff, pre-interns and interns demonstrate adequate understanding of the importance of engaging students in meaningful mathematical inquiry and structures. Additionally, an examination of candidate-created documents provides evidence indicating teacher candidates possess or demonstrate developing pedagogical knowledge and skills as they relate to the teaching of mathematics.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Element	Unacceptable	Acceptable	Target
4.1 Understands instructional strategies.		X	
4.2 Application of instructional strategies.		X	

Interviews with interns, pre-interns, and faculty indicate an understanding of the need for a variety of instructional strategies. A review of course syllabi and candidate-created documents demonstrate candidates possess an adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. These documents also provide evidence that candidates demonstrate an adequate ability to plan and prepare instruction using a variety of instructional strategies to facilitate students' critical thinking, problem solving, and performance with understanding.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Significant Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

In reviewing course syllabi and student-created lesson plans, and in interviewing candidates, interns, and faculty, there is sufficient evidence that teacher candidates demonstrate an adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkages between mathematics and other fields. Furthermore, there is evidence that teacher candidates demonstrate an adequate ability to create learning experiences to help students make these connections.

Recommended Action on all Standards:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

Master of Arts in Teaching at George Fox University

REFERENCE

N/A

APPLICABLE STATUTE, RULE, OR POLICY

Code § 33-1258, Rule 08.02.02.100

BACKGROUND

The main campus of the University is in Newbury, Oregon, with an off-campus site located in Meridian. Graduates from the teacher preparation program on the Meridian campus are able to obtain an Oregon teaching certificate and then become certified in Idaho via a reciprocity agreement between the states. It is the desire of George Fox University to obtain Idaho State Board of Education approval to offer the Master of Arts in Teaching program in Meridian that will lead to direct Idaho certification without need for the reciprocity agreement.

DISCUSSION

The State Team conducted an on-site review of the Master of Arts in Teaching Program at the George Fox University Campus in Meridian, Idaho on November 12-14, 2007 to determine if sufficient evidence was present indicating that the Master of Arts in Teaching candidates at George Fox University met Idaho state standards. The review was conducted by a five-member state program approval team accompanied by three state observers. The standards used to validate the Institutional Report were the State Board of Education-approved Idaho Standards for the Initial Certification of Professional School Personnel.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – List of Program Approval Recommendations	Page 3
Attachment 2 – State Team Report	Page 5
Attachment 3 – George Fox University Institutional Rejoinder	Page 63

STAFF COMMENTS AND RECOMMENDATIONS

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

BOARD ACTION

A motion to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, thereby granting program approval as outlined in Attachment 1 for the Master of Arts Teaching Program at George Fox University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Attachment 1

PROGRAM RECOMMENDATIONS

George Fox University, November 12-14, 2007

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education – Master of Arts Education	Approved
Secondary Education – Master of Arts Education	Approved
English Language Arts	Approved
Mathematics	Approved
Basic Mathematics	Approved
Economics	Conditionally Approved
Geography	Conditionally Approved
Government/Civics	Conditionally Approved
History	Conditionally Approved
Biology	Approved
Chemistry	Conditionally Approved
Physics	Conditionally Approved
Foreign Language	Conditionally Approved
Drama	Conditionally Approved
Visual Arts	Conditionally Approved
Music	Approved
Health	Conditionally Approved
Physical Education	Conditionally Approved

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STATE TEAM REPORT
GEORGE FOX UNIVERSITY
November 12-14, 2007

ON-SITE STATE TEAM:

Dr. Michael P. Stefanic, Chair
Tamara Christensen
Stacey Jensen
Cindy Johnstone
David Magleby

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Christina Linder
Keith Potter
Karen Seay

INTRODUCTION

To assist the reader, the report includes language recommended by the National Council for the Accreditation of Teacher Education, a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

- *Candidate* – a student enrolled in the Master of Arts in Teaching teacher preparation program at George Fox University in Meridian, Idaho
- *Student* – an individual enrolled in an Idaho PreK-12 public school
- *Unit* – the institution's teacher preparation program
- *MAT* – Master of Arts in Teaching
- *NCATE* – National Council for the Accreditation of Teacher Education

George Fox University is an independent university founded in 1891 by Quakers. The primary focus is teaching, scholarship and service to the church and to the public.

The university is privately administered and fully accredited by the Northwest Commission on Colleges and University. Upon request in October 2007, NCATE conducted an on-site teacher preparation program review to determine if the university's college of education meets national standards. The results are pending.

The main campus is in Newbury, Oregon. One of several off-campus sites is located in Meridian, Idaho. Graduates from the teacher preparation program on the Meridian campus are able to obtain an Oregon teaching certificate and then become certified in Idaho via a reciprocity agreement between the states.

It is the desire of the university to obtain Idaho State Board of Education-approval to offer the MAT program in Meridian that will lead to direct Idaho certification without need for the reciprocity agreement. The state team conducted an on-site review of the MAT program at the George Fox University Campus in Meridian, Idaho, on November 12-14, 2007, to determine if the unit meets state standards. In preparation for the on-site review, the professional education unit prepared an Institutional Report (IR) that was made available to team members for review and validation and also prepared evidence to support meeting state standards.

The college of education within the university is defined as the unit. The dean is identified as the designated unit leader. The dean has responsibility to oversee all aspects of the teacher preparation program, which is designed to meet program, state and institutional standards. Its mission parallels that of the university – to support and develop professional educators who think critically, transform practice and promote justice.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that MAT candidates at George Fox University meet state standards. The

review was conducted by a five-member state program approval team accompanied by three state observers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used at least three sources of evidence to validate each standard, including but not limited to: course syllabi, minutes of relevant scheduled meetings, advising checklists, class assignments and reports, Praxis II test results, portfolios, work samples, letters of support and surveys. In addition to this documentation, team members conducted interviews with candidates, college administrators, full-time and adjunct college faculty, college supervisors, PreK-12 principals and cooperating teachers.

Since the MAT program is a post-graduate program whereby content knowledge is determined at the undergraduate level, a major team challenge during the review was to verify that this content knowledge meets Standard 1 of the state standards. Through documentation and reviews with the unit dean, the director of the Meridian MAT program and the career counselor, it was determined that those admitted to the MAT program are subject to a transcript analysis review process to assist in determining content knowledge. To further ensure that content knowledge meets the requirements as found in the State Board of Education-approved Certification Manual, the following assurance from the unit dean was submitted to the team:

“In order for candidates to be ranked as qualified for admission, they must meet the State Board of Education credit requirements for a content area endorsement as stated in the State Department of Education *Idaho Certification Manual* (revised 2006). If analysis of the bachelor’s degree indicates the candidate is indeed certifiable for a content area endorsement by meeting the State Board credit requirements, the candidate is rated qualified. If the candidate has some coursework in the content endorsement area, they will be rated as demonstrating promising potential and will be advised to take additional courses to fulfill the State Board credit requirement. If the transcript analysis indicates that the candidate has significant deficiencies in meeting Idaho credit requirements for a content area endorsement, they will be declined an interview and admission until they have taken the necessary courses to fulfill the State Board of Education credit requirements.”

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

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PROGRAM RECOMMENDATIONS
George Fox University, November 12-14, 2007

PROGRAMS	RECOMMENDATIONS
Core Standards	Core standards are reviewed but are not subject to approval.
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Foreign Language	Conditionally Approved
Visual/Performing Arts (Foundation Standards)	Approved
Drama	Conditionally Approved
Visual Arts	Conditionally Approved
Music	Approved
Health	Conditionally Approved
Physical Education	Conditionally Approved

**IDAHO STANDARDS FOR INITIAL CERTIFICATION
OF PROFESSIONAL SCHOOL PERSONNEL**

TEAM FINDINGS

PROFESSIONAL STANDARDS COMMISSION
State Department of Education
State Program Approval Team Report

College/University: George Fox University Review Dates: November 12-14, 2007

CORE STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Through analysis of Praxis II scores, transcript analysis, admission requirements, syllabi, and interviews, it was determined that the program provides evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. According to Idaho State Board of Education rule as found in the Idaho Certification Manual on page 45 (XVIII.IDAPA 08, Title 02, Chapter 02-020.02.a), in order for candidates in secondary education to obtain an Idaho Standard Secondary Teaching Certificate, candidates must take a 3-semester credit hour course titled Reading in the Content Area. No evidence exists at this time that this class is available.

Cooperating teacher and university supervisor interviews, along with student teaching evaluations, indicate that teacher candidates create learning experiences that make the content taught meaningful to students. Candidates in this program are offered many opportunities throughout to create units and work samples that reflect their ability to make subject matter meaningful.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding How Students Learn and Develop		X	
2.2 Application of How Students Learn and Develop		X	

Syllabi, analysis of candidate lesson plans, and cooperating teacher interviews indicate that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Work samples, interviews, and classroom observations indicate that teacher candidates provide opportunities to support students' developmental stages and growth.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.1 Understanding Students' Individual Learning Needs		X	
3.2 Application of Instructional Opportunities to Meet Students' Needs		X	

Syllabi, work sample guidelines, and required lesson plan formats indicate that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Course syllabi indicate a well-rounded examination of the topic. Textbooks used are adequate to meet students' individual learning needs.

Work samples, candidate interviews, and classroom observations indicate that teacher candidates modify instructional opportunities to support students with diverse needs.

Adaptations noted during classroom observations were minimal. Several candidates interviewed, however, were able to discuss implications of IEPs (Individual Education Program), 504s, and appropriate adaptations they might use in the classroom.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding Multiple Instructional Strategies		X	
4.2 Application of a Variety of Instructional Strategies		X	

Syllabi, interviews with cooperating teachers, and analysis of teacher work samples indicate that teacher candidates demonstrate an adequate understanding of multiple instructional strategies. Syllabi indicate that classes are often taught using a variety of instructional strategies so that candidates are able to experience multiple learning experiences in their own class work.

Classroom observations, candidate and supervisor interviews, as well as evaluation rubrics indicate that teacher candidates use a variety of instructional strategies. Candidates were observed teaching by using whole group instruction, both with and without technology, lecture, and individual and small group projects.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding Classroom Motivation and Management Skills	X		

5.2 Application of Classroom Motivation and Management Skills		X	
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Interviews with the new instructor, as well as candidates and workshop agendas, indicate that an 8-hour workshop is provided on classroom management. Insufficient evidence was provided, however, to indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Candidate observations, university and cooperating teacher evaluations, as well as candidate interviews, indicate that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. Interviews and evaluations, however, consistently indicate that motivation and management may not adequately be addressed to meet standards.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques, including verbal, nonverbal, and media, to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding a Variety of Communication Techniques		X	
6.2 Application of a Variety of Communication Techniques		X	

Analysis of work samples, classroom assignments, and classroom observations indicate that teacher candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings.

Analysis of lesson plans, observation of candidates, and student teaching evaluations indicate that teacher candidates create learning experiences that promote student learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Candidate interviews, work sample guidelines, and various evaluation rubrics indicate that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

Analysis of work samples and interviews with cooperating teachers and university supervisors indicate that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding Student Learning Assessment		X	
8.2 Application of Student Learning Assessment		X	

Work sample guidelines, action research plans, and syllabi indicate that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Work samples, student teaching evaluations, and interviews indicate that teacher candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance and determine teaching effectiveness. Interviews did indicate that candidates seem to be relatively weak in their knowledge of Idaho's standardized tests such as ISAT, IRI, DMA, and DWA.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding Professional Commitment and Responsibility		X	
9.2 Application of Professional Commitment and Responsibility		X	

Syllabi, work sample, and action research requirements, as well as evaluation rubrics, indicate that teacher candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession.

Student teacher and university supervisor interviews, action research plans, and observations indicate that teacher candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidates are afforded multiple opportunities to reflect upon their teaching and their learning.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding Partnerships		X	

Student teaching evaluation rubrics and interviews with university supervisors and cooperating teachers indicate that teacher candidates interact in a professional,

effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Recommended Action on All Core Standards:

All standards were found to be acceptable with three areas of concern:

- According to Idaho State Board of Education rule XVIII.IDAPA 08, Title 02, Chapter 02-020.02a as found on page 45 of the Idaho Certification Manual, in order for candidates in secondary education to obtain an Idaho Standard Teaching Certificate, candidates must take a 3-semester credit hour course of Reading in the Content Area.
- There is a lack of evidence to show that Elementary Education candidates have an opportunity to take the statutory-required (IC 33-1207A) Idaho Comprehensive Literacy Assessment (ICLA) prior to requesting Idaho certification.
- Insufficient evidence was provided to indicate that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

College/University: George Fox University

Review Dates: November 12-14, 2007

ELEMENTARY EDUCATION

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Candidate and university supervisor interviews, work samples, and syllabi analysis indicate that teacher candidates demonstrate adequate knowledge of elementary subject content, understand connections across the curriculum, demonstrate an ability to obtain information and resources when necessary, and communicate with students the way knowledge in a content area is discovered.

Candidate interviews indicate that they see themselves as competent to teach all subject areas. Analysis of syllabi, however, indicates that content knowledge in some curricula areas, including social studies content, science content, physical education, health education, and the arts, is not adequately included in the program.

Candidate and university supervisor interviews, work samples, and additional coursework indicate that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real-life application, thus making learning experiences and subject matter meaningful to most students. Candidates stated that they were confident that they could find any information that they may need in order to teach the above-mentioned curricula, even if they had not received formal instruction during their MAT program.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities		X	

Work samples, required textbook readings, and additional coursework indicate that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn. Candidate and university supervisor interviews, work samples, and additional coursework provide further evidence that teacher candidates demonstrate adequate understanding of how young children and early adolescents learn and that their literacy and language development influence learning and instructional decisions.

Area of Improvement:

There is insufficient evidence that adequate content (not pedagogy) instruction in areas of social studies, science, health education, physical education, and the arts is provided to meet Idaho standards for initial certification.

Recommended Action on All Elementary Education Standards:

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

ENGLISH LANGUAGE ARTS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Observing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities		X	

Analysis of the syllabus for EDUG 510 Issues on Human Development: Theory in Practice, reading teacher candidate lesson plans, and interviews with candidates and cooperating teachers provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in writing, language acquisition, and understanding of literary concepts.

Through teacher candidate observations and interviews, reading reflection papers from student work samples and student journaling, and checking comments from the university supervisor summary reports, evidence is provided that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and are able to identify strategies to promote growth.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Syllabus for EDUG 556 Secondary Pedagogy/ Language Arts and EDUG 551/2 Teaching Language Arts and Social Studies, interviews with language arts candidates and perusal of student work samples and action research reports provide evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

Observation of language arts candidates, interviews with university supervisors, analysis of lesson plans and work samples from the candidates, and reading of reflection responses from EDUG 556 students provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g., reading, writing, speaking, listening) and teaching approaches (e.g., small group, whole-class discussion, projects).

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	
8.2 Application of Student Learning Assessment Strategies		X	

EDUG 502 Structures for Teaching and Learning syllabus and the required text for the class, interviews with unit supervisors, reading of action research and student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Observation of language arts candidates, reading of reflective journals and responses from students, and analysis of candidate lesson plans and student teaching evaluations provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	

9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner		X	
---	--	---	--

Requirements for reflective writing in action research classes EDUG 520, EDUG 521, EDUG 522 , reflection pieces in student work samples, e-mails of student journaling responses, and interviews with adjunct faculty members who teach pedagogy and research classes provide evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession.

Interviews with student candidates, a cooperating teacher, and adjunct faculty members, and analysis of the professional behavior section of student teaching summary reports provide evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Areas of Improvement: None

Recommended Action on All English Language Arts Standards:

☒ X Approved
☐ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

MATHEMATICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Graduate observations/interviews and Praxis II scores were used to verify an in-depth understanding of mathematics by MAT candidates. As found in professional and institutional standards, the importance of engaging students in contributing to mathematical content development was verified.

Through candidate interviews, graduate observations and syllabi from courses EDU 554 and EDU 556, evidence indicated an adequate ability for students to create learning experiences that make mathematics inquiry-based, encourages critical analysis, and incorporate structures meaningful to students.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Work samples, candidate observations, and on-line reflections provide evidence to demonstrate adequate understanding of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate, and understand mathematics. Quality textbooks are used in courses EDU 554 and

EDU 556 to help meet standards.

Graduate interviews, work samples, and EDU 554 syllabus show that teacher candidates demonstrate an adequate ability to plan and prepare instruction promoting the use of a variety of mathematical tools and models, problem-solving approaches, and other strategies to investigate, communicate and understand mathematics. Units are well planned and incorporate a problem-based approach.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding of Mathematical Connections		X	
11.2 Application of Mathematical Connections		X	

As seen in EDU 556 course syllabus, lesson plans, and classroom observations, teacher candidates demonstrate adequate understanding of the inter-connectedness between the strands of mathematics and the critical linkage between mathematics and other fields of study.

Through classroom observation, EDU 556 units and on-line discussions, evidence demonstrates an adequate ability for candidates to create learning experiences that help students make connections between the strands of mathematics and other disciplines. The correlation was particularly evident between math and science.

Areas of Improvement: None

Recommended Action on All Mathematics Standards:

X ☐ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

SOCIAL STUDIES FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

Current admission practices, faculty interviews, unit plans, and course syllabus for EDU 556 provide evidence that teacher candidates demonstrate adequate knowledge of history and political science/civics. Social studies does not ensure, however, adequate knowledge in other social studies disciplines such as economics and geography. The unit plans to revise the Transcript Analysis/Admission Procedure to identify such deficiencies and advise students of opportunities to obtain the required credits as required by State Board of Education rule.

Work samples, unit plans, and interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures. Candidates include essential questions and other strategies to provide effective access to social studies concepts.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding of Human Development and Learning		X	

2.2 Application of Human Development Learning Opportunities		X	
---	--	---	--

Evidence shows an in-depth understanding of human development. From the initial EDU 501 experience, where candidates explore their own development, through common program courses and individual work samples and reflection pieces, there is sufficient evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Elements of various course syllabi, work samples, and candidate observations demonstrate the candidates' ability to reflect upon and transform their practice based on student responses to instruction. There is sufficient evidence from the above sources that teacher candidates demonstrate an ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates are prepared to teach all areas of social studies in accordance with rules of the State Board of Education in the state of Idaho.

Recommended Action on All Social Studies Foundation Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

ECONOMICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter			
1.2 Making Subject Matter Meaningful	X		

The program provides little evidence that teacher candidates will be able to demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance. Although test scores can be used to determine basic competencies, the State Board of Education requires coursework in specific areas of economics.

Since there are no candidates in the program, there is no evidence that candidates will be able to demonstrate an ability to engage students in the application of economic concepts.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates will be able to complete coursework requirements to meet current State Board standards.
- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Economics Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

GEOGRAPHY

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful	X		

According to current State Board of Education rule, current reliance on test data provides little evidence that teacher candidates will be able to demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of Earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect human activity and living conditions; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

The course syllabus for EDU 556 centers on the teaching of history and government. With no direct mention of geography in the social studies course and without candidates in the program, there is no evidence that candidates will be able to make geographic concepts meaningful to students.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates will be able to understand geographic concepts as required by specific coursework outlined by State Board of Education rule.
- 1.2 Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Geography Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

GOVERNMENT and CIVICS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

Strands of the MAT program, such as promotion of justice, relate to understanding this subject matter. EDU 556 includes models and creation of materials in U.S. government. Course syllabi, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States. Current State Board rule, however, requires specific credit hours in particular areas. The current admissions /transcript analysis process has not verified candidate compliance with credit hour requirements.

The EDU 556 syllabus, faculty interviews, and candidate work samples provide sufficient evidence that candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates understand central concepts of American government/civics as required by State Board of Education rule.

Recommended Action on All Government and Civics Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

HISTORY

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter	X		
1.2 Making Subject Matter Meaningful		X	

The EDU 556 syllabus, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history. Current State Board rule, however, requires specific credit hours in particular areas. The current admissions/transcript analysis process does not verify candidate compliance with credit hour requirements.

Unit plans, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections to social studies concepts.

Areas of Improvement:

- 1.1 There is insufficient evidence that candidates understand central concepts of history as required by State Board of Education rule.

Recommended Action on All History Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

SCIENCE FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter			X
1.2 Making Subject Matter Meaningful		X	

Through graduate and candidate interviews and the Praxis II scores, there is in-depth evidence that teacher candidates demonstrate a comprehensive understanding of science content and the nature of scientific knowledge and how to articulate the importance of engaging students in the process of science.

There is evidence observed through graduate interviews and candidate work samples that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students. Through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, evidence shows that instruction is consistent with curriculum goals and reflects principles of effective teaching.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	

2.2 Application of Human Development and Learning		X	
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The program provides evidence through graduate interviews, course syllabi, and the course text of EDU 556 that the teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that enhance the learning of science.

Through candidate interviews, candidate observations, and work samples there is evidence that teacher candidates show an adequate ability to demonstrate activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.1 Understanding of Multiple Instructional Strategies		X	
4.2 Application of Multiple Instructional Strategies		X	

Through candidate observation, candidate interviews, and the action research that teacher candidates complete, evidence is provided that demonstrates an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data. By using an investigative approach to learning as outlined in the syllabus, candidates are encouraged to use higher level thinking skills with their students.

Through university supervisor interviews, EDU 556 syllabus, and work samples, evidence shows that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and appropriate demonstrations for larger group instruction to facilitate students' critical thinking, problem solving, and performance skills. Work samples show students using prerequisite skills involving Algebra I and knowledge concepts of ecology.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding of Communication Skills and Behaviors		X	
6.2 Application of Communication Skills and Behavior Techniques		X	

Evidence was observed through graduate interviews, work samples, and the EDU 556 syllabus that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Evidence is provided that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	
9.2 Application of the Professional Commitment and Responsibility as a Reflective Practitioner		X	

Evidence is provided through online reflections, teacher interviews, and work samples that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science. Candidates also were observed reflecting on their personal knowledge of the day-to-day practices in their classrooms.

Through university supervisor interviews, on-line reflections, and candidate observations, evidence shows that teacher candidates demonstrate an adequate ability in their instruction to incorporate an understanding of recent developments in their fields and knowledge of how students learn science.

Standard 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.2 Demonstrates a Safe Learning Environment	X		

The program provides minimal evidence that teacher candidates demonstrate an adequate ability to model safe practices in classrooms and storage areas in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately. There was insufficient evidence that safety standards were being addressed. During a teacher interview, it was discussed that a contract was developed with the parents and students, but safety standards were not referred to in the development of that document.

Standard 12: Laboratory Activities – The science teacher demonstrates competence in conducting laboratory demonstrations and field activities.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
12.1 Demonstrates Effective Use of Laboratory/Field Experiences		X	

The program provides evidence in teacher interviews, work samples, and the syllabus in EDU 556 that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Area of Improvement:

There is insufficient evidence that required safety standards are being met to provide a safe learning environment.

Recommended Action on All Science Foundation Standards:

X ☐ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

BIOLOGY

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Through teacher interviews, action research and work samples, evidence shows that teacher candidates make connections between biology and other disciplines.

A review of work samples and interviews with supervisors, cooperating teachers and teacher candidates demonstrates that candidates have an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students. Through the use of materials and resources that support instructional goals, candidates are able to use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas of Improvement: None

Recommended Action on All Biology Standards:

X ☐ Approved
☐ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

CHEMISTRY

Standard 1: Knowledge of Subject Matter- The teacher understands the central concepts, tools of inquiry, and structures of chemistry and creates learning experiences that make these aspects of chemistry meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Program guidelines to meet standards are in place as evidenced in the course syllabus and selection of textbooks. At the time of this review, there are no candidates or graduates in the program. Evidence is lacking, therefore, to show adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students.

Areas of Improvement:

- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful

Recommended Action on All Chemistry Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

College/University: George Fox University

Review Dates: November 12-14, 2007

PHYSICS

Standard 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Program guidelines to meet standards are in place as evidenced in the course syllabus and selection of textbooks. At the time of this review, there are no candidates or graduates in the program. Evidence is lacking, therefore, to show adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students.

Areas of Improvement:

- 1.2. Due to a lack of candidates, there is no evidence that candidates will be able to engage students in making subject matter meaningful.

Recommended Action on All Physics Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

FOREIGN LANGUAGE

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

There currently are no candidates in the program who are applying for certification to teach a foreign language. Considering that students may apply, however, there is a process in place for screening a candidate's knowledge of subject matter. The screening includes checking a candidate's transcript for a conferred degree in the chosen language, completing a transcript analysis, completing and passing the Praxis II exam in the candidate's preferred language and completing EDU 556 (target foreign language). The program provides evidence that teacher candidates will be able to demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

Due to a lack of candidates, there is no evidence to show that teacher candidates will be able to demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding of Human Development and Learning		X	

2.2 Application of Human Development Learning Opportunities	X		
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The syllabus for EDUG 556 Secondary Content Pedagogy (Spanish) and the text “Teaching Language in Context” by Alice O. Hadley, which is used in the pedagogy class, show some evidence that students will have an understanding of human development and learning and will be able to demonstrate an adequate understanding of the process and acquisition of second language learning, including viewing, listening, speaking, reading, and writing skills.

Due to a lack of candidates and work samples, there is no evidence that teacher candidates will be able to demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.1 Understanding Students’ Individual Learning Needs		X	
3.2 Application of Instructional Opportunities to Meet Students’ Needs	X		

The syllabus for EDUG 556 Secondary Pedagogy (Spanish) and the text for the class “Teaching Language in Context” by Alice O. Hadley show limited evidence that candidates will be able to demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to create learning activities that enable students to grasp the significance of cultural differences and similarities.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
4.2 Application of a Variety of Instructional Strategies	X		

Due to a lack of students and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding Student Assessment Strategies		X	
8.2 Application of Formal and Informal Student Assessment Strategies	X		

In the syllabus for EDUG 556 Secondary Pedagogy/Spanish in which American Council on the Teaching of Foreign Languages (ACTFL) assessment guidelines are addressed, minimal evidence was found that candidates will be able to meet standards. The program provides limited evidence that teacher candidates will be able to demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

Due to a lack of candidates and minimal evidence, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to use formal and informal assessment techniques to assess individual student competencies in foreign language learning and modify teaching and learning strategies.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding of the Role of Partnerships to Support Student Learning	X		
10.2 Application of a Variety of Partnerships in Support of Student Learning	X		

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students and opportunities to communicate in the language with native speakers and to participate in community experiences related to the target culture.

Due to a lack of candidates and no work samples, the program provides no evidence that teacher candidates will be able to demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Areas of Improvement:

Insufficient evidence was found for standards 2.1, 3.1, and 8.1. No evidence was found to support 10.1.

Due to lack of candidates, performance standards were unable to be validated.

Recommended Action on All Foreign Language Standards:

____ Approved
X ____ Approved Conditionally
____ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

VISUAL and PERFORMING ARTS FOUNDATION STANDARDS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

Work samples, EDU 550 syllabi, and elements of the program (EDU 501 Life Maps) provide evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts; and of technical and expressive proficiency in a particular area of the visual and performing arts.

Candidate work samples, letters of recommendation, EDU 550 syllabi, and practicum observation data provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests and experiences.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management skills		X	

EDU 550 syllabi, letters of recommendation and observation data demonstrate adequate understanding of classroom management and motivation skills and that these skills are successfully applied in classroom settings. Comments in interviews suggest that candidates have the ability to “connect” with students and enhance their understanding and appreciation of art.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Requirements of EDU 550, candidate unit plans, and practicum observation data provide evidence that teacher candidates demonstrate adequate knowledge of sequential, holistic, and cumulative processes and the use of the tools necessary for the communication of ideas.

Unit plans, letters of recommendation, and practicum observation data provide evidence that teacher candidates display an adequate ability to demonstrate the processes and uses of tools necessary for communicating that concepts in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	

8.2 Application of Formal and Informal Student Learning Assessment Strategies		X	
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Elements of EDU 550, candidate unit plans, and practicum observation data provide evidence that teacher candidates demonstrate an adequate ability to assess students' learning, as well as finished products. Evidence shows that creative processes provide students with equal opportunities for display, performance, and recognition for what they know and are able to do in the arts.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner		X	

Admission procedures and gates, candidate work samples, and student teaching observations provide evidence that teacher candidates demonstrate an adequate ability to learn content and pedagogy, to be reflective practitioners, to contribute to their art field and to make instruction meaningful for students.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
10.1 Understanding of Partnerships		X	
10.2 Application of Partnership Promotion	X		

In EDU 550, candidates are exposed to the idea of community outreach, clubs, and service opportunities. Little evidence was found to indicate that teacher candidates demonstrate an adequate ability to articulate and promote the arts for the enhancement of the school and community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding of a Safe, Productive Learning Environment		X	
11.2 Application of a Safe, Productive Learning Environment	X		

The syllabus for EDU 550 indicated safety, management, and use of technology as topics of the course. No other evidence was found that teacher candidates demonstrate an adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom, and to operate/manage performance and/or exhibit technology safely.

Areas of Improvement:

- 10.2 There is insufficient evidence that candidates promote community partnerships.
- 11.2 There is insufficient evidence that candidates operate/manage safe learning environments.

Recommended Action on All Visual and Performing Arts Foundation Standards:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

DRAMA

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Currently there are no students seeking certification in the drama area. A protocol is in place in the admissions process, however, that provides evidence that teacher candidates in the field of drama will be able to demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in the area of drama as a performing art. The protocol includes checking for a conferred bachelor's degree, completing a transcript analysis of the candidate's university work, completing and passing the Praxis II exam for drama (theater), and taking MAT EDU 550 Secondary Art Methods.

There currently are no candidates for drama. There is no evidence, therefore, to show that teacher candidates will be able to demonstrate an adequate ability to help students create, understand, and become involved in the traditional, popular, folk and contemporary arts as relevant to the students' interests/experiences and an ability to instruct students in interpreting and judging their own artwork, as well as the works of others. In the event that a candidate applies for this discipline, the process is in place to begin formal instruction.

Areas of Improvement:

- 1.2 Due to lack of candidates, the performance area could not be validated.

Recommended Action on All Drama Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

VISUAL ARTS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

The unit admission process, Praxis tests, and the EDU 550 course syllabus provide evidence that teacher candidates will be able to demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in the visual arts.

The lack of candidates in this area provides no evidence that candidates will be able to provide instruction that will be meaningful for students.

Areas of Improvement:

- 1.2 There is insufficient evidence that candidates make visual arts meaningful to students.

Recommended Action on All Visual Arts Standards:

____ Approved
____X____ Approved Conditionally
____ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

MUSIC

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

The admission process, Praxis scores, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts and of technical and expressive proficiency in music.

Candidate unit plans, letters of recommendation, and student teaching observation data provide evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and become meaningfully involved in music.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills		X	

Review of a course syllabus, candidate work samples, and student teaching observation data demonstrate understanding of planning skills related to standards. Candidates explore various strategies, cultural considerations, and avenues for promoting music.

Further evidence from letters and student teaching observation data indicates an ability of candidates to apply planning skills to the music classroom.

Areas of Improvement: None

Recommended Action on All Music Standards:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

HEALTH

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

Admission procedures, required test scores, and EDU 556 syllabus provide evidence that teacher candidates will be able to demonstrate adequate understanding of health education. At this time there are no candidates in the program and no graduates. There is no evidence that candidates will be able to make subject matter meaningful to students.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management Skills	X		

Faculty interviews and syllabi provide evidence that teacher candidates will be able demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors. With no students in the program and without graduates, there is no evidence that candidates will be able to apply this knowledge to demonstrate classroom motivation and management skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
6.1 Understanding of Communication Skills and Behaviors		X	
6.2 Application of Communication and Behavior Techniques	X		

Evidence from EDU 556 syllabus suggests students will be taught a variety of communication techniques to foster learning. At this time there are no candidates or graduates in the program and therefore no evidence that candidates will be able to demonstrate an application of communication and behavior techniques.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills		X	
7.2 Application of Instructional Planning Skills	X		

The program provides that candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge of health education, students, the community, and curriculum goals through the development of teaching units. With no candidates or graduates from the program, there is no evidence that candidates will be able to demonstrate instructional planning skills.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
9.1 Understanding of Professional Commitment and Responsibility as a Reflective Practitioner		X	
9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner	X		

The EDU 556 syllabus outlines opportunities for candidates to demonstrate an adequate understanding of laws and codes specific to health education and health services to minors. With no candidates or graduates, there is no evidence that candidates will be able to demonstrate a professional commitment and responsibility as a reflective practitioner.

Areas of Improvement:

1.2, 5.2, 6.2, 7.2 and 9.2 - Due to lack of candidates, the performance areas could not be validated.

Recommended Action on All Health Standards:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

University: George Fox University

Review Dates: November 12-14, 2007

PHYSICAL EDUCATION

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
1.1 Understanding of Subject Matter		X	
1.2 Making Subject Matter Meaningful	X		

A program admission process, Praxis II data, and elements of the EDU 556 syllabus provide evidence that teacher candidates will be able to demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; appropriate rules, etiquette, instructional cues, and skills for physical fitness activities; cardiopulmonary resuscitation (CPR) and first aid, and Adaptive Physical Education.

One component in EDU 556 requires candidates to design a program for a school setting. With no candidates or graduates of the program, there is no evidence that candidates will be able to demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop and provides opportunities that support their intellectual, social, and personal development.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
2.1 Understanding Human Development and Learning		X	
2.2 Application of Human Development Learning Opportunities	X		

Review of syllabi from EDU 502, 530 and 556 provides that teacher candidates will be able to demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students and make developmentally appropriate adaptations to instruction.

With no candidates or graduates of the program, there is no evidence that candidates will be able to demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
3.2 Application of Instructional Opportunities for Meeting Students' Needs	X		

Although course syllabi, work samples and interviews indicate that the program addresses differentiated instruction, a lack of candidates in this area provides no evidence that candidates will be able to create opportunities to meet students' needs in physical education.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Application of Classroom Motivation and Management Skills	X		

Through a variety of courses and experiences in the program, as demonstrated in course syllabi, interviews, and candidate observations, evidence exists that teacher

candidates will be able to demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

With no candidates or graduates in the program, however, there is no evidence that teacher candidates will be able to demonstrate an adequate ability to promote positive peer relationships and appropriate motivational strategies and management skills for student participation in physical education.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
7.1 Understanding of Instructional Planning Skills	X		
7.2 Application of Instructional Planning Skills	X		

EDU 556 provides an opportunity for candidates to develop a physical education program appropriate for a school setting. Although course planning skills are evident within the structure of this course, there is no evidence that teacher candidates will be able to demonstrate an adequate understanding of strategies to expand the curriculum through the use of community resources.

Due to a lack of candidates or graduates, there is no evidence that teacher candidates will be able to demonstrate instructional planning skills needed to adequately plan and prepare instruction to maximize activity time or use community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
8.1 Understanding of Student Learning Assessment Strategies		X	

8.2 Application of Formal and Informal Student Learning Assessment Strategies	X		
--	---	--	--

The EDU 556 syllabus and other courses in the program provide evidence that teacher candidates will be able to demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical activity, movement, and fitness.

Given the lack of candidates or graduates in physical education, there is no evidence that candidates are able to apply appropriate formal and informal student learning assessment strategies in physical education.

Standard 11: Safety - The teacher provides for a safe learning environment.

ELEMENT	UNACCEPTABLE	ACCEPTABLE	TARGET
11.1 Understanding Classroom Safety Importance	X		
11.2 Application of a Safe Classroom Environment	X		

EDU 556 does not specifically address issues of adequate safety and supervision. There is no evidence, therefore, that teacher candidates will be able to demonstrate an adequate understanding of factors that influence safety in physical activities and the supervision required.

With no candidates or graduates of this program, there is no evidence that candidates will be able to apply procedures of safety and appropriate supervision to provide a safe classroom learning environment.

Areas of Improvement:

- 7.1 There is no evidence that teacher candidates will be able to demonstrate an adequate understanding of strategies to expand the curriculum through the use of community resources.
- 11.1 There is no evidence that candidates will adequately understand safety and supervision requirements in physical education.
- 1.2, 2.2, 3.2, 5.2, 7.2, 8.2 and 11.2 - Due to lack of candidates, the performance areas could not be validated.

Recommended Action on All Physical Education Standards:

- ☐ Approved
☒ Approved Conditionally
☐ Not Approved

INTERVIEW INDEX

Administration

Jim Worthington – Dean of George Fox University College of Education

Full-Time Faculty

Sara Ellis
Terah Moore

Adjunct Faculty

Anita Christenson - School Administrator
Grant Joki
Jean Schneider
Sherawn Reberry

Program Candidates

Joey Palmer (interview and observation)
Stephanie Hall (interview and observation)
Katy Koval (interview only)
Travis Palmer (interview only)
Ruth Streeter (interview only)

Alumni

Amy Vitek (interview and observation)
Ken Hozier (interview and observation)

University Supervisors

Ron Arnold
Wanda Musgrove
Mary Ann Brewer

Cooperating Teachers

Eric Muhr

Staff

Sandi Gregory
Shelly Henson

DOCUMENTS REVIEWED

Institutional Report
Syllabi
Work Samples
Electronic Documents
Hard copies of evidence regarding the standards for each program
Action Research Projects
Letters of Recommendation
Student Teaching Rubrics
Course Textbooks

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**Institutional Rejoinder
George Fox University
Initial Visit
Masters of Arts in Teaching**

Introduction

George Fox University Boise Center offers a teacher preparation program that provides students a masters degree while obtaining initial teaching certification. Students have been receiving Oregon certification and applying for Idaho licensure through the states' reciprocity agreement. George Fox University Boise Center applied for accreditation through the state of Idaho in order for its students to earn Idaho certification without going through the state of Oregon.

Title – Elementary Education- Masters of Arts in Education

Recommendation:

- Approved
-

Title – Secondary Education- Masters of Arts in Education

Recommendation:

- Approved
-

Title – English Language Arts

Recommendation:

- Approved
-

Title – Mathematics

Recommendation:

- Approved
-

Title – Basic Mathematics

Recommendation:

- Approved
-

Title – Social Studies (Foundation Standards)

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.1 Understanding Subject Matter

Response:

- GFU accepts the team's findings as indicated in the area of improvement and will revise transcripts analysis process to ensure that students have adequate knowledge in all social studies disciplines.
-

Title – Economics

Recommendation:

- Conditional Approval

Areas For Improvement:

- **1.2 Making Subject Meaningful**

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of economic concepts and models will be provided when there is a graduate seeking an endorsement in economics.

Title – Geography

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**
- **1.2 Making Subject Matter Meaningful**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of geographic concepts will be provided when there is a graduate seeking an endorsement in geography.

Title – Government and Civics

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of central concepts in American Government/civics will be provided when there is a graduate seeking an endorsement in Government and Civics.
-

Title – History

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.1 Understanding Subject Matter**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of historical themes and concepts will be provided when there is a graduate seeking an endorsement in history.

Title – Science (Foundation Standards)

Recommendation:

- Approved

Areas For Improvement:

- 11.2 Safe Learning Environment

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of the student's ability to model safe practices in a science classroom will be provided through course syllabi, student work samples, and teacher-student contracts.
-

Title – Biology

Recommendation:

- Approved
-

Title – Chemistry

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.2 Making Subject Matter Meaningful

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of chemistry will be provided when there is a graduate seeking an endorsement in chemistry.
-

Title – Physics

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Matter Meaningful**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of physics will be provided when there is a graduate seeking an endorsement in physics.
-

Title –Foreign Language

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Matter Meaningful**

- 2.2 Application of Human Development Learning Opportunities
- 3.2 Application of Instructional Opportunities to Meet Students' Needs
- 4.2 Application of a Variety of Instructional Strategies
- 8.2 Application of Formal and Informal Student Assessment Strategies
- 10.1 Understanding of the Role of Partnerships to Support Student Learning
- 10.2 Application of a Variety of Partnerships in Support of Student Learning

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating the concepts of national foreign language standards, language skills, and target cultures will be provided when there is a graduate seeking an endorsement in foreign language.

Title – Visual/Performing Arts (Foundation Standards)

Recommendation:

- Approved

Title – Drama

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.2 Making Subject Meaningful

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of dramatic concepts and models will be provided when there is a graduate seeking an endorsement in drama.
-

Title – Visual Arts

Recommendation:

- Conditional Approval

Areas For Improvement:

- 1.2 Making Subject Meaningful

Response:

- GFU accepts the team's findings as indicated in the area of improvement. Sufficient evidence demonstrating performance of visual arts concepts and models will be provided when there is a graduate seeking an endorsement in visual arts.
-

Title – Music

Recommendation:

- Approved
-

Title – Health

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Meaningful**
- **5.2 Application of Classroom Motivation and Management Skills**
- **6.2 Application of Communication and Behavior Techniques**
- **7.2 Application of Instructional Planning Skills**
- **9.2 Application of Professional Commitment and Responsibility as a Reflective Practitioner**

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating performance of health related concepts and models will be provided when there is a graduate seeking an endorsement in health.

Title – Physical Education

Recommendation:

- **Conditional Approval**

Areas For Improvement:

- **1.2 Making Subject Meaningful**
- **2.2 Application of Human Development Learning Opportunities**

- 3.2 Application of Instructional Opportunities for Meeting Students' Needs
- 5.2 Application of Classroom Motivation and Management Skills
- 7.1 Understanding of Instructional Planning Skills
- 7.2 Application of Instructional Planning Skills
- 8.2 Application of Formal and Informal Student Learning Assessment Strategies
- 11.1 Understanding Classroom Safety Importance
- 11.2 Application of a Safe Classroom Environment

Response:

- GFU accepts the team's findings as indicated in the areas of improvement. Sufficient evidence demonstrating knowledge and performance of physical education concepts and models will be provided when there is a graduate seeking an endorsement in physical education.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.02
Rules Governing Uniformity*

100.OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs.
The official vehicle for the approval of teacher education programs will be the National Council for Accreditation of Teacher Education (NCATE) approved Idaho Standards for the Initial Certification of Professional School Personnel as approved on June 2004. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will not take effect on approval evaluations of the Idaho program until two (2) years after notification of such revision. The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated (4-6-05)

**TITLE 33
EDUCATION
CHAPTER 1**

STATE BOARD OF EDUCATION

33-114. CERTIFICATION -- COURSES OF STUDY -- ACCREDITATION.

Supervision and control of the certification of professional education personnel is vested in the state board. The board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.

**TITLE 33
EDUCATION
CHAPTER 12
TEACHERS**

33-1258. RECOMMENDATIONS TO IMPROVE PROFESSIONAL STANDARD. The Commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state.

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

SUBJECT

2007-2008 Accreditation Summary Report of Idaho Schools

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.140 Rules Governing Uniformity, Section 33-119, Idaho Code

BACKGROUND

According to IDAPA 08.02.02.140, all public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33-119, Idaho Code). Schools will meet the accreditation standards of the Northwest Association of Accredited Schools and an annual accreditation report will be submitted to the State Board of Education.

To receive accredited status for the 2007-2008 school year, schools serving grades 9-12 and those other schools that wish to be accredited were required to submit a Northwest Association of Accredited Schools (NAAS) Annual Report or an Initial Application for Membership. The Idaho NAAS Committee, which represents each region of the state, met on October 22nd and 23rd to review the Annual Reports and recommend accreditation approval ratings for each school, state institution and participating private school. The Committee recommends one of three ratings for schools:

1. **Approved:** The school satisfactorily completed the self-assessment and achieved a score of 80% or above.
2. **Approved with Comment:** The school satisfactorily completed the self-assessment and achieved a score of 79% or less.
3. **Not Approved:** The school failed to complete the standards self-assessment.

Schools not completing an Annual Report or an Initial Application for Membership by the time of this report will be provided an additional opportunity to fulfill this year's accreditation requirements. An addendum report will be presented to the Board at its June meeting.

DISCUSSION

In accordance with IDAPA 08.02.02.140, an annual accreditation report will be submitted to the State Board of Education for approval. This report outlines the accreditation status of Idaho's schools that serve any grade(s) 9-12 as well as those elementary schools, schools serving grades K-8, private and parochial schools who wish to seek accreditation. The attached document serves as that report.

IMPACT

N/A

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

ATTACHMENTS

Attachment 1 – 2007-2008 Accreditation Summary Report of Idaho Schools

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the State Department of Education and the Northwest Association of Accredited Schools to approve the 2007-2008 Accreditation Summary Report of Idaho Schools as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Accreditation Summary for the Northwest Association of Accredited Schools 2007-2008



Category	High Schools	Middle Level	Jr. High / High School	Elementary / Middle School	Elementary	Special Purpose	K-12	SES	DES	Totals
Approved	16	26	1	1	21	29	23	6	1	124
Approved w/ Comment	1								1	2
Not Approved										
Total Accredited	17	26	1	1	21	29	23	6	2	126
Schools Withdrawn				1						1
New Schools	24	17			8	7	14			70

Key:

SES=Supplemental Education Schools

DES=Distance Education Schools

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

**IDSAC 2007 - 2008
LIST ALL SCHOOLS BELOW** *(Alphabetical by category)*

Name <i>(Alphabetical by category)</i>	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Idaho Digital Learning Academy	1906 S Vista Ave Boise, ID 83705	1004	2005	2011	Approved w/comment	Public			Distance Education	
Idaho Virtual Academy	1488 S Eagle Flight Way Boise, ID 83719	2025	2005- 2006	2007- 2008	Approved	Public		2 nd	Distance Education	
New Freedom Academy	740 S. Woodruff Idaho Falls, ID 83406	5	2006		Approved	NP		1 st	Distance Education	
University of Idaho Independent Study Program	P O Box 443225 Moscow, ID 83844- 3225				Approved	Public			Distance Education	ITC
A. B. McDonald Elementary School	2323 East D St Moscow, ID 83843	444	2005- 2006	2010- 2011	Approved	Public			Elementary	
Adventist Christian Academy	P O Box 50156 Idaho Falls, ID 83405- 0156				Approved	NP			Elementary	SDA
Boise Valley Adventist School	925 N Cloverdale Rd Boise, ID 83713-8919				Approved	NP			Elementary	SDA
Caldwell Adventist Elementary School	2317 Wisconsin Caldwell, ID 83605				Approved	NP			Elementary	SDA
Cole Valley Christian Elementary School	8775 Ustick Road Boise, ID 83704				Approved	NP			Elementary	ACSI
Cornerstone Christian School	P O Box 1877 Bonners Ferry, ID 83805				Approved	NP			Elementary	SDA
Driggs Elementary School	211 Howard Ave Driggs, ID 83422	270	2001	2007	Approved	Public			Elementary	

**STATE DEPARTMENT OF EDUCATION
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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Jefferson Montessori	Rigby, ID				Approved				Elementary	
Holmes Elementary School	210 A Ave. East Wilder, ID 83676	206	2006	2007	Approved	Public			Elementary	
J. Russell Elementary School	119 N. Adams St Moscow, ID 83843	161	2004	2010	Approved	Public			Elementary	
Lena Whitmore Elementary School	110 S Blaine St Moscow, ID 83843	301	2004	2010	Approved	Public			Elementary	
Marsing Elementary School	PO Box 340 Marsing, ID 83639	413	2002- 2003	2008- 2009	Approved	Public			Elementary	
McCall Adventist Christian School	3592 Longview Rd McCall, ID 83638				Approved	NP			Elementary	SDA
Palouse Hills Adventist School	3148 Tomer Road Moscow, ID 83843				Approved	NP			Elementary	SDA
Pend Oreille Valley Adventist School	33820 Hwy 41 Oldtown, ID 83822				Approved	NP			Elementary	SDA
Salmon Adventist School	400 Fairmont Salmon, ID 83467				Approved	NP			Elementary	SDA
Tetonia Elementary School	PO Box 129 Tetonia, ID 83452	125	2002	2008	Approved	Public		3 rd	Elementary	
The Community School	P O Box 2118 Sun Valley, ID 83353				Approved	NP			Elementary	PNAIS
Treasure Valley SDA School	P O Box 396 Payette, ID 83661				Approved	NP			Elementary	SDA
Victor Elementary School	PO Box 169 Victor, ID 83455	197	2002	2008	Approved	Public			Elementary	
West Park Elementary School	510 Home St Moscow, ID 83843	276	2004- 2005	2010- 2011	Approved	Public			Elementary	
Aberdeen High School	Aberdeen ID				Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
American Falls High School	2966 S Frontage Road American Falls, ID 83211-5404	498	2003	2009	Approved	Public			High	
Bear Lake High School	330 Boise St Montpelier, ID 83254	401	2003		Approved	Public			High	
Bishop Kelly High School	7009 Franklin Rd Boise, ID 83704	654	2005	2011	Approved	NP			High	
Blackfoot High School	870 South Fisher St Blackfoot, ID 83221- 3305	1137	2005- 2006	2007- 2008	Approved	Public			High	
Bliss High School	Bliss, ID				Approved	Public			High	
Boise High School	1010 Washington St Boise, ID 83702-5493	1342	2004- 2005		Approved	Public			High	
Bonn timers Ferry High School	6485 Tamarack Ln. Bonn timers Ferry, ID 83805-8539	498	2005	2011	Approved	Public			High	
Bonneville High School	3165 East Iona Rd Idaho Falls, ID 83401- 1350	1125	2004	2007	Approved	Public			High	
Borah High School	6001 Cassia St Boise, ID 83709	1577	2004		Approved	Public			High	
Buhl High School	Buhl, ID				Approved	Public			High	
Burley High School	#1 Bobcat Blvd Burley, ID 83318-2105	978			Approved	Public			High	
Butte County High School	PO Box 655 Arco, ID 83213	159	2005	2010	Approved	Public			High	
Caldwell Senior High School	3401 South Indiana Caldwell, ID 83605	1660	2005- 2006	2006- 2007	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Camas County High School	PO Box 370 Fairfield, ID 83327-0370	63	2001	2008	Approved	Public			High	
Cambridge High School	PO Box 39 Cambridge, ID 83610-0039	88	2002	2008	Approved	Public			High	
Capital High School	8055 Goddard Boise, ID 83704	1531	2006	2007	Approved	Public			High	
Cascade Jr./Sr. High School	PO Box 291 Cascade, ID 83611-0291	187	2004-2005	2006-2007	Approved	Public			High	
Centennial High School	12400 W. McMillan Boise, ID 83713	1903	2005	2006	Approved	Public			High	
Century High School	7801 Diamondback Drive Pocatello, ID 83204	1036	2003	2008	Approved	Public			High	
Challis Jr/Sr High School	PO Box 304 Challis, ID 83226	210	2005	2007	Approved w/comments	Public			High	
Clark Fork Jr/Sr High School	PO Box 129 Clark Fork, ID 83811	123	2005	2011	Approved	Public			High	
Coeur d'Alene High School	North 5530 Fourth St Coeur d'Alene, ID 83815-9266	1578	2002	2008	Approved	Public			High	
Cole Valley Christian High School	200 E. Carlton Meridian, ID 83642				Approved	NP			High	ACSI
Declo High School	505 East Main Declo, ID 83323	314	2003-2004	2009-2010	Approved	Public			High	
Eagle Academy High School	100 S Academy Ave Eagle, ID 83616	156	2004		Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Eagle High School	574 North Park Lane Eagle, ID 83616	2086	2003- 2004	2009- 2010	Approved	Public			High	
Emmett High School	721 W. 12 th St. Emmett, ID 83617	666			Approved	Public			High	
Filer High School	3915 N. Wild Cat Way Filer, ID 83301	454	2006	2009	Approved	Public			High	
Firth High School	PO Box 247 Firth, ID 83236	256			Approved	Public			High	
Fruitland High School	PO Box A Fruitland, ID 83619- 2637	531	2003- 2004	2009	Approved	Public			High	
Gem State Adventist Academy	16115 S. Montana Ave Caldwell, ID 83607- 8237				Approved	NP			High	SDA
Glenns Ferry High School	639 N Bannock Ave Glenns Ferry, ID 83623- 2885	164	1996- 1997	2007- 2008	Approved	Public			High	
Gooding High School	1050 7 th Ave West Gooding, ID 83330	370	2001	2007	Approved	Public			High	
Grace Jr/Sr High School	PO Box 348 Grace, ID 83241-0348	212	2001	2007	Approved	Public			High	
Highland Senior High School	1800 Bench Rd Pocatello, ID 83201	1310	2001- 2002	2007- 2008	Approved	Public			High	
Hillcrest High School	2800 Owen St Idaho Falls, ID 83406- 7644		2003	2009	Approved	Public			High	
Homedale High School	203 East Idaho Homedale, ID 83628	358	2005	2011	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Horseshoe Bend Middle/High School	398 School Drive Horseshoe Bend, ID 83629	180	2005	2008	Approved	Public			High	
Idaho Falls High School	601 South Holmes Ave Idaho Falls, ID 83401	1276	2002		Approved	Public			High	
Jerome High School	104 Tiger Drive Jerome, ID 83338	930	2000	2006	Approved	Public			High	
Kamiah High School	Rt 1, Box 720 Kamiah, ID 83536	163	2002	2008	Approved	Public			High	
Kellogg High School	2 Jacobs Gulch Kellogg, ID 83837	443	2005	2011	Approved	Public			High	
Kendrick Jr/Sr High School	2001 Hwy 3 Kendrick, ID 83537	157	2003	2009	Approved	Public			High	
Kimberly High School	141 Center St West Kimberly, ID 83341	427	2004	2009	Approved	Public			High	
Kootenai High School	13030 E. O'Gara Rd. Harrison, ID 83833- 9710	136	1992		Approved	Public			High	
Kuna High School	637 W. Deer Flat Rd Kuna, ID 83634	1164	2001	2006	Approved	Public			High	
Lake City High School	6101 Ramsey Rd Coeur d'Alene, ID 83815-8407	1564	2004	2010	Approved	Public			High	
Lakeland High School	Box 69/7006 W. Hwy 53 Rathdrum, ID 83858- 0069	614	2003	2009	Approved	Public			High	

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 28-29, 2008**

Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Lakeside High School	PO Box 130 Plummer, ID 83851	152			Approved	Public			High	
Lapwai High School	PO Box 247 Lapwai, ID 83540	151	2004	2009	Approved	Public			High	
Lewiston Senior High School	1114 Ninth Ave Lewiston, ID 83851	1143			Approved	Public			High	
Lighthouse Christian School	259 Main Ave E Twin Falls, ID 83301				Approved	NP			High	ACSI
Mackay JR/SR High School	Mackay ID				Approved	Public			JR/High	
Madison Senior High School	134 Madison Ave Rexburg, ID 83440	987	2003	2009	Approved	Public			High	
Magic Valley Christian High School	PO Box 5494 Twin Falls, ID 83303-5494				Approved	NP			High	ACSI
Magic Valley High School	512 Main Ave N Twin Falls, ID 83301	146			Approved	Public		4th	High	
Malad High School	181 Jenkins Ave Malad, ID 83252	280	2003	2009	Approved	Public			High	
Marsh Valley High School	12655 South Old Hwy 91 Arimo, ID 83214-0180	396	2004	2010	Approved	Public			High	
Marsing High School	301 8th Ave W Marsing, ID 83639	209	2005	2006	Approved	Public			High	
McCall-Donnelly High School	401 N. Mission Street McCall, ID 83638-0401	369	2004	2010	Approved	Public			High	
Melba High School	PO Box 185 Melba, ID 83641	236	2004	2010	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Meridian High School	1900 West Pine Ave Meridian, ID 83642-1999	2108	2002	2008	Approved	Public			High	
Middleton High School	511 West Main Middleton, ID 83644	789	2005-2006	2006-2007	Approved	Public			High	
Midvale High School	Midvale Idaho				Approved	Public			High	
Minico High School	292 West 100 South Rupert, ID 83350	1189	2002	2007	Approved	Public			High	
Moscow Senior High School	402 East 5th St Moscow, ID 83843-2923	580	2004	2010	Approved	Public			High	
Mountain Home High School	300 South 11 th East St Mountain Home, ID 83647-3299	812	2004	2006	Approved	Public			High	
Mountain View High School	2000 S Millenium Way Meridian, ID 83642-1551	2388		2007	Approved	Public		2 nd	High	
Mullan Jr/Sr High School	PO Box 71 Mullan, ID 83846-0071	73	1999	2006	Approved	Public			High	
Murtaugh High School	Murtaugh ID				Approved	Public			High	
Nampa Senior High School	203 Lake Lowell Ave Nampa, ID 83686-6654	1276	2004-2005	2010-2011	Approved	Public			High	
New Plymouth High School	207 South Plymouth Avenue New Plymouth, ID 83655-0050	288	2004-2005		Approved	Public			High	
North Fremont High School	3581 E. 1300 N. Ashton, ID 83420-5024	331	2003	2008	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Notus High School	25260 Notus Rd. Notus, ID 83656	151	2005- 2006	2006- 2007	Approved	Public			High	
Oakley High School	PO Box 135 Oakley, ID 83346	157	2005	2007	Approved	Public			High	
Orofino High School	300 Dunlap Road Orofino, ID 83544	362	2003- 2004	2008- 2009	Approved	Public			High	
Parma High School	137 Panther Way Parma, ID 83660	305	2003	2009	Approved	Public			High	
Payette High School	1500 Sixth Ave South Payette, ID 83661-3300	529	2005- 2006	2006- 2007	Approved	Public			High	
Pocatello High School	325 North Arthur St Pocatello, ID 83204	1141	1996	2007	Approved	Public			High	
Post Falls High School	2800 E Poleline Ave Post Falls, ID 83854- 0040	1511	2004	2010	Approved	Public			High	
Potlatch Jr/Sr High School	130 6 th St. Potlatch, ID 83855-8757	255	2005		Approved	Public			High	
Prairie High School	Box 540 Cottonwood, ID 83522	147	2004- 2006	2006- 2007	Approved	Public			High	
Preston High School	151 East 2 nd South Preston, ID 83263-1359	778	2003- 2004	2009- 2010	Approved	Public			High	
Priest River-Lamanna High School	PO Box 549 Priest River, ID 83852	483	2004	2010	Approved	Public			High	
Raft River Jr/Sr High School	PO Box 68 Malta, ID 83342	147	2003	2009	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Richard McKenna Charter High School	1993 East 8 th St North, Suite 105 Mountain Home, ID 83647-3378	306	2005	2006	Approved	Public			High	
Rigby High School	290 North 3800 East Rigby, ID 83442	828	2001	2007	Approved	Public			High	
Rimrock Jr/Sr High School	39678 St. Hwy. 78 Bruneau, ID 83604- 9707	180	2005	2007	Approved	Public			High	
Ririe High School	PO Box 568 Ririe, ID 83443	223	2004	2008	Approved	Public			High	
Salmon High School	Box 790 Salmon, ID 83467-0790	364	2004	2010	Approved	Public			High	
Sandpoint High School	401 South Division St Sandpoint, ID 83864	1221	2005	2007	Approved	Public			High	
Shelley High School	570 West Fir Street Shelley, ID 83274	637	2005- 2006	2006- 2007	Approved	Public			High	
Shoshone Bannock School	PO Box 790 Fort Hall, ID 83203- 0790	135			Advised	NP		3 rd	High	
Shoshone High School	61 East Hwy 24 Shoshone, ID 83352	137	2003- 2004	2007- 2008	Approved	Public			High	
Skyline High School	1767 Blue Sky Drive Idaho Falls, ID 83402	1103	2005	2010	Approved	Public			High	
Skyview High School	1303 East Greenhurst Nampa, ID 83686-7216	1265	2004- 2005	2010- 2011	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Snake River High School	922 West Hwy 39 Blackfoot, ID 83221- 5307	588	2004	2009	Approved	Public			High	
Soda Springs High School	100 North 300 East Soda Springs, ID 83276	294	2006- 2007	2007- 2008	Approved	Public			High	
South Fremont High School	855 North Bridge St. Anthony, ID 83445- 5414	449	2004	2010	Approved	Public			High	
St. Maries High School	424 Hell's Gulch Road St. Maries, ID 83861	389	2004	2010	Approved	Public			High	
Sugar-Salem High School	#1 Digger Drive Sugar City, ID 83448- 1113	391	2004- 2005	2010	Approved	Public			High	
Teton High School	555 Ross Ave. Driggs, ID 83422	446	2005	2007	Approved	Public			High	
The Community School	PO Box 2118 Sun Valley, ID 83353				Approved	NP			High	PNAIS
Timberlake Senior High School	PO Box 909 Spirit Lake, ID 83869- 0909	548	2003	2009	Approved	Public			High	
Timberline High School	1150 Highway 11 Weippe, ID 83553	172			Approved	Public			High	
Timberline High School	701 East Boise Ave Boise, ID 83706	1007	2003	2009	Approved	Public			High	
Troy Jr/Sr High School	PO Box 280 Troy, ID 83871-0280	161	2003	2009	Approved	Public			High	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Twin Falls High School	1615 Filer Ave East Twin Falls, ID 83301-4299	1371	2005	2007	Approved	Public			High	
Vallivue High School	1407 Homedale Rd. Caldwell, ID 83607	1482	2002-2003	2007-2008	Approved	Public			High	
Wallace High School	1 Miners Alley Wallace, ID 83873-2260	248	2003	2009	Approved	Public			High	
Weiser High School	690 W. Indianhead Rd Weiser, ID 83672	565	2004	2006	Approved	Public			High	
Wendell High School	750 E. Main St. Wendell, ID 83355	330	2001	2006	Approved	Public			High	
West Jefferson High School	1260 East 1500 North Terreton, ID 83450	228	2005	2011	Approved	Public			High	
West Side High School	PO Box 89 Dayton, ID 83232	175	2002-2003		Approved	Public			High	
Westview High School	335 5 th St Idaho Falls, ID 83401	196	2006	2007	Approved	Public		2 nd	High	
Wilder Middle/High School	PO Box 488 Wilder, ID 83676	235	2006	2007	Approved	Public			High	
Wood River High School	P O Box 990 Hailey, ID 83333	850	2002	2008	Approved	Public			High	
Rolling Hills Public Charter School	12781 Ashcreek St. Boise, ID 83713	268	2006	2006-2007	Approved	Public		1 st	K-12	
Carey School	Box 266 Carey, ID 83320-0266	245	2002	2008	Approved	Public			K-12	
Castleford Public Schools	500 West Main Castleford, ID 83321-9999	303	2003-2004	2009-2010	Approved	Public			K-12	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Clark County Public School	PO Box 237 Dubois, ID 83423-0237	236	2005	2006	Approved	Public			K-12	
Council School	PO Box 468 Council, ID 83612-0468	288	1995		Approved	Public			K-12	
Culdesac School	600 Culdesac Ave Culdesac, ID 83524	148	2002	2007	Approved	Public			K-12	
Deary School	PO Box 9 Deary, ID 83823-0009	145	2001	2007	Approved	Public			K-12	
Dietrich School	406 North Park Street Dietrich, ID 83324	197		2012	Approved	Public			K-12	
Garden Valley Public School	PO Box 710 Garden Valley, ID 83622	260	2004	2008	Approved	Public			K-12	
Genesee K-12 School	PO Box 98 Genesee, ID 83832	311	2001		Approved	Public			K-12	
Greenleaf Friends Academy	PO Box 368 Greenleaf, ID 83626	281	2001	2007	Approved	NP			K-12	
Hagerman K-12 School	150 Lake Street West Hagerman, ID 83332	423	2005	2011	Approved	Public			K-12	
Highland Public School	PO Box 130 Craigmont, ID 83523-0130	214	2004	2009	Approved	Public			K-12	
Idaho School of the Deaf and Blind	Gooding, Idaho				Approved	Public			K-12	
Liberty Charter School	1603 East Lewis Ln. Nampa, ID 83686	404	2005	2007	Approved	Public			K-12	
Maranatha Christian School	12000 Fairview Avenue Boise, ID 83713-7896	63	2003	2009	Approved	NP			K-12	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Meadows Valley School	PO Box F New Meadows, ID 83654-0903	214	1994- 1995	2004- 2005	Approved	Public			K-12	
Nampa Christian Schools, Inc.	439 West Orchard Ave Nampa, ID 83651-1994				Approved	NP			K-12	ACSI
Nezperce School	P O Box 279 Nezperce, ID 83543	158	1994		Approved	Public		4 th	K-12	
North Gem School	PO Box 70 Bancroft, ID 83213	175			Approved	Public			K-12	
Richfield School	555 N Tiger Dr Richfield, ID 83349- 5517	226	2004- 2005	2010- 2011	Approved	Public			K-12	
Riverstone International School	5493 Warm Springs Ave Boise, ID 83716-9103				Approved	NP			K-12	PNAIS
Valley School	882 Valley Rd South Hazelton, ID 83335	682	2005- 2006	2006- 2007	Approved	Public			K-12	
Burley Junior High School	700 West 16 th St Burley, ID 83318	513	2002		Approved	Public			Middle Level	
Canfield Middle School	E 1800 Dalton Ave Coeur d'Alene, ID 83815	777	2004- 2005	2009- 2010	Approved	Public			Middle Level	
Declo Junior High School	205 East Main Street Declo, ID 83323	246	2004	2010	Approved	Public			Middle Level	
Franklin Middle High School	2271 East Terry St Pocatello, ID 83201	625	2005	2011	Approved	Public			Middle Level	
Fruitland Middle School	PO Box A Fruitland, ID 83619	526	2003- 2004	2009	Approved	Public			Middle Level	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Irving Middle School	911 North Grant Pocatello, ID 83204	471	1994	2007- 2008	Approved	Public			Middle Level	
Jenifer Junior High School	1213 16 th St Lewiston, ID 83501	607	2002	2007- 2008	Approved	Public			Middle Level	
Kamiah Middle School	Rt 1, Box 720 Kamiah, ID 83536	165	2002	2008	Approved	Public			Middle Level	
Kellogg Middle School	810 Bunker Ave Kellogg, ID 83837	336	2002- 2003	2008- 2009	Approved	Public			Middle Level	
Lake City Junior Academy	111 Locust Ave Coeur d'Alene, ID 83814				Approved	NP			Middle Level	SDA
Marsing Middle School	PO Box 340 Marsing, ID 83639	205	2001- 2002	2007- 2008	Approved	Public			Middle Level	
Moscow Junior High School	1410 East "D" St Moscow, ID 83843- 3642	619	2002		Approved	Public			Middle Level	
Mountain Home Junior High School	1600 East 6 th South Mountain Home, ID 83647-3267	677	2003	2009	Approved	Public			Middle Level	
Mountain View Middle School	645 Mitchell Rd Blackfoot, ID 83221- 2974	614	2002	2008	Approved	Public			Middle Level	
New Plymouth Middle School	4400 SW 2 nd Ave. New Plymouth, ID 83655-5599	216	1996- 1997	2007	Approved	Public			Middle Level	
Orofino Junior High School	429 Michigan Ave. Orofino, ID 83544	154			Approved	Public			Middle Level	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Ririe Middle School	P O Box 548 Ririe, ID 83443	192	2002	2008	Approved	Public		3 rd	Middle Level	
Robert Stuart Junior High School	644 Caswell Ave West Twin Falls, ID 83301- 3798	729	2005	2010	Approved	Public			Middle Level	
Rocky Mountain Middle School	3443 N Ammon Rd Idaho Falls, ID 83401	609	2003- 2004	2009- 2010	Approved	Public			Middle Level	
Sacajawea Junior High School	3610 12 th St Lewiston, ID 83501	612	2004- 2005	2010- 2011	Approved	Public			Middle Level	
Salmon Middle School	Box 790 Salmon, ID 83467	311	2004	2010	Approved	Public			Middle Level	
Sandcreek Middle School	2955 E Owen St. Idaho Falls, ID 83406- 7614	611	2004	2007	Approved	Public			Middle Level	
Swan Valley District	ID				Approved	Public			El/Middle Level	
Teton Middle School	481 N Main Driggs, ID 83422	301	2004- 2005	2007- 2008	Approved	Public			Middle Level	
Vera C. O'Leary Junior High School	2350 Elizabeth Blvd. Twin Falls, ID 83301- 0177	947			Approved	Public			Middle Level	
Weiser Middle School	320 East Galloway Weiser, ID 83672-1199	388	1994	2006	Approved	Public			Middle Level	
Wood River Middle School	900 Second Ave. N. Hailey, ID 83333	681	2003	2006- 2007	Approved	Public			Middle Level	
Black Canyon Alternative High School	315 S Johns Ave. Emmett, ID 83617	57		2008	Approved	Public		2 nd	Special Purpose	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Boulder Creek Academy	Rt 1, Box 3400 Bonners Ferry, ID 83805	47		2011	Approved	NP		2 nd	Special Purpose	
Centennial Job Corps Center	3201 Ridgecrest Dr Nampa, ID 83687	300	2004	2007	Approved	NP			Special Purpose	
Centerpoint Alternative School	21985 Dixie River Rd Caldwell, ID 83607	56	2004	2009	Approved	Public			Special Purpose	
Elk Mountain Academy	PO Box 411 Clark Fork, ID 83811	22	2005	2006	Approved	NP			Special Purpose	
Gooding Accelerated Learning Center	906 Main St Gooding, ID 83330	56	2005	2009	Approved	Public		4 th	Special Purpose	
Hope Christian Academy	PO Box 550; 7696 Old Bruneau Highway Marsing, ID 83639-0550	43	1997	2007	Approved	NP			Special Purpose	
Independence Alternative High School	155 East Francis Blackfoot, ID 83221		2005- 2006		Approved	Public		3 rd	Special Purpose	
Innercept Academy	1115 Ironwood Dr. Coeur d'Alene, ID 83814	9	2004- 2005	2007	Approved	NP		2 nd	Special Purpose	
Intermountain School	303 North Allumbaugh Boise, ID 83704	28	2004	2009	Approved	NP			Special Purpose	
Jefferson High School	529 N 3470 East Menan, ID 83434	69	2005- 2006	2007	Approved	Public		4 th	Special Purpose	
Juniper Hills – Nampa	1650 11 th Avenue N Nampa, ID 83687	59	2002	2008	Approved	Public			Special Purpose	
Juniper Hills- St. Anthony	PO Box 40 St. Anthony, ID 83445- 0105	139	2002	2008	Approved	Public			Special Purpose	

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Name (Alphabetical by category)	Address City, Zip	Enroll- ment	Date of Last Self- Study Onsite Visit	Date of Next Self- Study Onsite Visit	Rating	Public or Non- Public	New	Provi- sional	Category	3rd Party
Juniper Hills – Lewiston	140 Southport Lewiston, ID 83501	33	2002	2007	Approved	Public			Special Purpose	
Kootenai Academy (NIBH)	2301 N. Ironwood Pl Coeur d’Alene, ID 83814-0831	31		2006	Approved	NP			Special Purpose	
Lincoln High School	3175 E Lincoln Rd Idaho Falls, ID 83401	183	2003- 2004	2009- 2010	Approved	Public			Special Purpose	
Meridian Technical Charter High School	3800 North Locust Grove Meridian, ID 83642	198	2003	2006- 2007	Approved	Public			Special Purpose	
Northwest Academy	Rt 1, Box 511 Bonners Ferry, ID 83805	24	2005	2007	Approved	NP		2 nd	Special Purpose	
Northwest Children’s Home Education Center	PO Box 1288 Lewiston, ID 83501- 1288	94			Approved	NP			Special Purpose	
Patriot Center	330 W Main Emmett, ID 83617	24		2008	Approved	NP		2 nd	Special Purpose	
Project PATCH School	PO Box 450 Garden Valley, ID 83622				Approved	NP		4 th	Special Purpose	
Sandpoint Junior Academy	2255 W Pine St Sandpoint, ID 83864				Approved	NP			Special Purpose	SDA
Sheridan Academy	820 South Latah Street Boise, ID 83705	16	2002	2007	Approved	NP			Special Purpose	
Teen Challenge Christian Academy	11828 W. Fairview Ave Boise, ID 83713	7	2005	2010- 2011	Approved	NP			Special Purpose	

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The Children's Village School	1350 West Hanley Coeur d'Alene, ID 83815	10			Approved	NP			Special Purpose	
Three Springs School	2850 Industrial Way NE Mountain Home, ID 83647	53			Approved	NP			Special Purpose	
Timber Ridge Preparatory School for Girls	301 Timber Ridge Clark Fork, ID 83811	15	2003	2009	Approved	NP			Special Purpose	
Treasure Valley Education Center	504 E Florida Ave Nampa, ID 83686	37	2005	2011	Approved	NP		2 nd	Special Purpose	
Wisdom Ranch School	P O Box 166 Arco, ID 83213	18	2004	2006-2007	Approved	NP			Special Purpose	
The North Fork School	P.O. Box 1852 McCall, ID 83638	31	2004	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2000	5119 N Glenwood Garden City, ID 83714	63	2001-2002	2007-2008	Approved	NP			Supplemental Education	
Sylvan Learning Center #2001	2685 Channing Way Idaho Falls, ID 83404	78	2006	2011	Approved	NP			Supplemental Education	
Sylvan Learning Center #2003	Nampa, Idaho				Approved	NP			Supplemental Education	
Sylvan Learning Center #2005	1810 E Schneidermiller Ave, Suite 240 Post Falls, ID 83854	52	2005	2006	Approved	Public		2 nd	Supplemental Education	
Sylvan Learning Center #2009	1246 Yellowstone Suite A-3 Pocatello, ID 83201	24	2006	2008	Approved	NP		1 st	Supplemental Education	

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SCHOOLS WITHDRAWN

Name	City	Reason for withdrawal	Name	City	Reason for withdrawal
Mountain View Middle School	Blackfoot, ID	Funding			

NEW APPLICANT SCHOOLS (NOT ACCREDITED)

Bellevue Elementary School	Bellevue, ID		2007-2008			Public	NEW		Elementary	
Bruneau Elementary School	Bruneau, ID		2007-2008			Public	NEW		Elementary	
Clearwater Valley Elementary School	ID		2007-2008			Public	NEW		Elementary	
Ernest Hemingway Elementary School	Ketchum, ID		2007-2008			Public	NEW		Elementary	
Grand View Elementary School	ID		2007-2008			Public	NEW		Elementary	
Hailey Elementary School	Hailey, ID		2007-2008			Public	NEW		Elementary	
Swan Valley Elementary School	ID		2007-2008			Public	NEW		Elementary	
Woodside Elementary School	ID		2007-2008			Public	NEW		Elementary	
ARTEC Regional Professional Technical Charter School	ID		2007-2008			Public	NEW		High	
ArtsWest School for the Performing and Visual Arts	ID		2007-2008			Public	NEW		High	
Canyon Springs High School	ID		2007-2008			Public	NEW		High	

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Cassia Alternative High School	ID		2007-2008			Public	NEW		High	
Central Academy High School	ID		2007-2008			Public	NEW		High	
Clearwater Valley Junior/Senior High School	ID		2007-2008			Public	NEW		High	
Columbia High School	Nampa, ID		2007-2008			Public	NEW		High	
Family Academy	ID		2007-2008			Public	NEW		High	
Fort Boise Mid High School	Boise, ID		2007-2008			Public	NEW		High	
Genesis Preparatory Academy	ID		2007-2008			NP	NEW		High	
Grangeville High School	Grangeville, ID		2007-2008			Public	NEW		High	
Hansen Jr/Sr High School	Hansen, ID		2007-2008			Public	NEW		High	
Idaho Arts Charter School	ID		2007-2008			Public	NEW		High	
Idaho Leadership Academy	Pingree, ID		2007-2008			Public	NEW		High	
Mountain Cove High School	ID		2007-2008			Public	NEW		High	
Mt. Harrison Jr./Sr. High School	ID		2007-2008			Public	NEW		High	
New Horizon High School	Pocatello, ID		2007-2008			Public	NEW		High	
Paradise Creek Regional High School	ID		2007-2008			Public	NEW		High	
Project CDA Alternative Middle/High School	ID		2007-2008			Public	NEW		High	

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Ridgeline High School	ID		2007-2008			Public	NEW		High	
Riverside Alternative H.S.	ID		2007-2008			Public	NEW		High	
Robert Janss Dept. of Corrections	ID		2007-2008			Public	NEW		High	
Salmon River High School	ID		2007-2008			Public	NEW		High	
The Bridge Academy	ID		2007-2008			Public	NEW		High	
Thomas Jefferson Charter School	ID		2007-2008			Public	NEW		K-12	
Calvary Christian School	ID		2007-2008			NP	NEW		K-12	
Challenger Christian Academy	ID		2007-2008			NP	NEW		K-12	
Coeur d'Alene Charter Academy	ID		2007-2008			Public	NEW		K-12	
Compass Public Charter School	ID		2007-2008			Public	NEW		K-12	
Falcon Ridge Charter	ID		2007-2008			Public	NEW		K-12	
Hope Lutheran	Idaho Falls ID		2007-2008			Private	NEW		K-12	
Leadore School	ID		2007-2008			Public	NEW		K-12	
North Star Charter School	ID		2007-2008				NEW		K-12	
Northwest Children's Home	Nampa Idaho		2007-2008			Public	NEW		K-12	

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Rockland Public School	Rockland, ID		2007-2008			Public	NEW		K-12	
Summit Academy	ID		2007-2008			Public	NEW		K-12	
Taylor's Crossing Public Charter School	ID		2007-2008			Public	NEW		K-12	
The Learning Academy of Teton Valley	Teton ID		2007-2008			Public	NEW		K-12	
Clair E. Gale Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Eagle Rock Junior High School	ID		2007-2008			Public	NEW		Middle Level	
East Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Emmet Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Fairmont Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Hawthorne Middle School	Pocatello, ID		2007-2008			Public	NEW		Middle Level	
Hillside Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Les Bois Jr. High	Boise, ID		2007-2008			Public	NEW		Middle Level	
Middleton Middle School	Middleton, ID		2007-2008			Public	NEW		Middle Level	
Murtaugh Middle School	Murtaugh, ID		2007-2008			Public	NEW		Middle Level	
North Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Rigby Junior High School	Rigby, ID		2007-2007			Public	NEW		Middle Level	
Riverglen Junior High School	ID		2007-2007			Public	NEW		Middle Level	

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South Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Taylorview Junior High School	ID		2007-2008			Public	NEW		Middle Level	
Wendell Middle School	Wendell, ID		2007-2008			Public	NEW		Middle Level	
West Junior High School	Boise, ID		2007-2008			Public	NEW		Middle Level	
Cherry Gulch	3800 Black Canyon Hwy. Emmett, ID 83617	3	2006	2009		NP	NEW	1 st	Special Purpose	
Ekklesia Christian School	ID		2007-2008			NP	NEW		Special Purpose	
Idaho School of Verbal Behavior	ID		2007-2008			Public	NEW		Special Purpose	
Meridian Medical Arts Charter High School	Meridian, ID		2007-2008			Public	NEW		Special Purpose	
Mountain View Alternative High School	ID		2007-2008			Public	NEW		Special Purpose	
Silver Valley Alternative School	ID		2007-2008				NEW		Special Purpose	
Tamarack Academy	ID		2007-2008				NEW		Special Purpose	

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

IDAHO ADMINISTRATIVE CODE
State Board of Education Rules

IDAPA 08.02.02
Rules Governing Uniformity

140. ACCREDITATION.

(Section 33- 119, Idaho Code) (4-6-05)

All public schools and districts in Idaho will be state accredited. State accreditation is voluntary for private and parochial schools.

01. District Strategic Plan. School districts will develop and implement a minimum three to five-year strategic plan focused on the improvement of student performance. The district strategic plan (DSP) will be monitored by a representative review team established by each district's administration and board of trustees, which will recommend revision of goals as necessary and provide regular reports on implementation of the plan to the district's trustees. (4-6-05)

02. Continuous School Improvement Plan. Schools will develop continuous school improvement plans (CSIP) focused on the improvement of student performance. (4-6-05)

03. Plan Alignment and Focus. District strategic plans (DSP) and continuous school improvement plans (CSIP) will align and focus on improving school and staff capacity (structure/resource allocation/teacher skill sets) to increase student achievement. (4-6-05)

04. Standards. Districts and schools will meet state-approved accreditation standards as adopted by the State Board of Education. (4-6-05)

05. Reporting. Accreditation reports on DSP/CSIP and the attainment of standards will be submitted, as requested, to the State Accreditation Committees, whose members are approved by the State Board of Education and representative of each region of the state. The Committees will review the reports and make recommendations to the State Board of Education for accreditation status. Accreditation status may be appealed to the State Board of Education. (4-6-05)

06. Elements of Thoroughness. The requirements for thoroughness referenced in Section 33-1612, Idaho Code will be met. (4-6-05)

IDAHO STATUTES
TITLE 33
EDUCATION
CHAPTER 1
STATE BOARD OF EDUCATION

33-119. ACCREDITATION OF SECONDARY SCHOOLS -- STANDARDS FOR ELEMENTARY SCHOOLS. The state board shall establish standards for accreditation of any secondary school and set forth minimum requirements to be met by public, private and parochial secondary schools, and those in chartered school districts, for

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accredited status; and the board may establish such standards for all public elementary schools as it may deem necessary.

The board may withdraw accreditation from any secondary school after such period as it may establish when it has been determined that such school has failed or neglected to conform to accreditation standards; and it may reinstate such school as accredited when in its judgment such school has again qualified for accredited status. The board may further establish minimum requirements which any pupil shall meet to qualify for graduation from an accredited secondary school.

"Secondary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades seven (7) through twelve (12), inclusive, or any combination thereof.

"Elementary school" for the purposes of this section shall mean a school which, for operational purposes, is organized and administered on the basis of grades one (1) through six (6), inclusive, one (1) through eight (8), inclusive, or any combination of grades one (1) through eight (8), inclusive.

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SUBJECT

Appointment to the Idaho State Curricular Materials Selection Committee

APPLICABLE STATUE, RULE, OR POLICY

IDAPA 08.02.03.128 Rules Governing Thoroughness, Curricular Materials Selection

BACKGROUND

The Administrative Rules of the Idaho Board of Education, IDAPA 08.02.03.128 describes the membership of the Idaho State Curricular Materials Selection Committee. Membership on the Committee is for a term of five years with the exception of the representatives from the State Department of Education and the Division of Professional-Technical Education. Their terms are for one year.

DISCUSSION

Currently there are four openings on the Selection Committee representatives for parent, Idaho's Private/Parochial Schools, Idaho Public School Administrator and a representative who is not a public school educator nor a public school trustee. The open position being recommended for appointment at this time is for Idaho Private/Parochial Schools. This recommendation is for a complete five-year term.

The State Department of Education recommends the appointments of Chris Lyon of Holy Family Catholic School, Coeur d'Alene, Idaho. This appointment is for a period of five years.

IMPACT

N/A

ATTACHMENTS

Attachment 1 – Chris Lyon Letter of Interest and Resume

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STAFF COMMENTS AND RECOMMENDATIONS

BOARD ACTION

A motion to approve the request by the State Department of Education for Chris Lyon appointment to the Idaho State Curricular Materials Selection Committee as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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Holy Family Catholic School
3005 W. Kathleen Ave.
Coeur d'Alene, ID 83815
January 15, 2008

Ms. Val Fenske
Roman Catholic Diocese of Boise
303 Federal Way
Boise, Idaho 83705

Dear Ms. Fenske:

Mr. Makley informed me of an opportunity to serve on a textbook committee for our Catholic schools in Idaho. I am very interested in this opportunity. I have attached my resume to show my commitment to Catholic education and my experience in the teaching field.

I am willing to put forth the time and effort necessary to serve on this committee. I have family in Boise that I can stay with when it is necessary for me to travel there. I see this as an opportunity to gain valuable experience and to get to know other teachers in the diocese.

I hope that you will consider me for this position. I will bring a positive attitude and excellent work ethic to your committee.

Sincerely,

A handwritten signature in cursive script that reads "Chris Lyon".

Chris Lyon

Christie V. Lyon
5812 Stafford Rd.
Coeur d'Alene, ID 83815
(208) 666-9140

Twenty years of teaching experience and six years in business management. Holds an Idaho Standard Elementary Certificate for all subjects K-8 with a math endorsement.

Employment History

1997-Current	Holy Family Catholic School	Coeur d'Alene, Idaho
	<ul style="list-style-type: none">• Sixth grade teacher• Student Council moderator• Asst. Principal Designee• Technology Committee• Intel Master Teacher	
1994-1997	St. Mary's School	Moscow, Idaho
	<ul style="list-style-type: none">• Sixth grade teacher• Journalism Club advisor• Student Council moderator• Teacher of the Year ('95-6)• Supervising Teacher for student teachers• Grant recipient	
1987-1992	B & G Distributors	Coeur d'Alene, Idaho
	<ul style="list-style-type: none">• Member of Chamber of Commerce Education Committee• Member of Long-term Planning Committee for CDA Schools	
1985-1987	Russel Elementary	Moscow, Idaho
	<ul style="list-style-type: none">• First grade teacher ('86-7)• Fourth grade teacher ('85-6)	
1980-1985	Guardian Angel/St. Boniface School	Colton, Washington
	<ul style="list-style-type: none">• First/second grade combination teacher• Washington State grant recipient	

Education

University of Idaho
B.S. Elementary Education
Over 70 credits of Continuing Education

Personal Information

My husband, Dan, and I have two children, Chad and Nicki. Our family enjoys the outdoors and we do a lot of camping, fishing and lake activities. We love Coeur d'Alene, because these activities are so readily available to us. I also enjoy reading, gardening and doing puzzles.

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REFERENCE: APPLICABLE STATUTE, RULE, OR POLICY

*IDAHO ADMINISTRATIVE CODE
State Board of Education Rules*

*IDAPA 08.02.03
Rules Governing Thoroughness*

128. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency. (4-11-06)

02. Multiple Adoptions are Made in Each Subject Area. (4-5-00)

03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

05. Local Policies. School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

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